NURSING

General Information

(251) 445-9400

College of Nursing website
https://www.southalabama.edu/colleges/con/

College of Nursing Administrative Staff

Title	Name
Dean	Heather Hall
Associate Dean for Research Faculty Development, and Evaluation	Sharon Fruh
Associate Dean for Academic Affairs	Leigh Minchew
Assistant Dean for Academic Affairs	Shanda Scott
Director of Community Engagement	Shanda Scott
Director of Clinical Affairs	Emily Bentley
Director of the DNP Program	Leigh Minchew
Director of Special Projects & Evaluation	Rebecca Graves
Professors	S. Fruh, H. Hall, J. Harris, R. Lawson, S. Ridner, E. VandeWaa, K. Williams
Associate Professors	J. Anderson, A. Bowman, K. Bydalek, S. Davis, W. Davis, C. Elkins, R. Graves, L. Hammonds, T. Harlan, A. Marass, K. McCoy, K. Miller, L. Minchew, J.A. Otts, K. Pancione, J. Pittman, B. Riley, C. Selwyn, P. Smith, D. Streeter, W. Stuart, D. Swanzy, R. Thomas, T. Wright
Assistant Professors	A. Adams, D. Almeida, C. Baughn, A. Beasley, E. Bentley, M. Bolton, S. Brand, T. Brown, A. Calvert Campbell, K. Cheshire, L. Dailey, A. Davis, N. Dixon, L. Emley, M. Guy, C. Haboush, S. Harlan, S. Harris, T. Hicks, H. Horton, P. Huffman, D. Hutto, B. Johnson, P. Johnson, K. Jordan, M. Korn, J. Ladnier, P. Levi, A. Lewis, S. Lewis, C. Lynch, C. McCarter, K. McMurtrey, S. Montgomery, E. Moore, L. Moore, B. Mosley, K. Norris, W. Piper, D. Reed, S. Rudolf, C. Russ, S. Scott, T. Sikes-Doggett, K. Stauter, T. A. Sturm, C. Taylor, C. Thompson, A. Townsend, N. Turnham, B. Urquhart, S. Waweru, E. Woods
Research Assistant Professors	C. Selwyn
Senior Instructors	J. Cockrell
Instructors	J. Adams, K. Carlquist, K. Cooper, J. Higgins, S. James, T. Jones, C. Pierce, M. Schurdell, S. Sheffield
Department Chair, Adult Health Nursing	Theresa Wright
Department Chair, Community/ Mental Health Nursing	Todd Harlan
Department Chair, Maternal/Child Health Nursing	Kristina Miller
Director, Academic Advising	Mary Phillips
Academic Advisors	Jennifer Bouvier, Katelyn Foster, Erin Masson, Brenda Mosley, Kristyn Seawell, Suzan Williams, Kayla Young
Academic Records Specialist	Lisa Brock
Clinical Placement Advising and Assessment Coordinator	Kimberly McLean-Mundy
Clinical Affiliation Coordinators	Annette Coleman, Emma Lamb, Shari Lord, Yolanda Mack

The College of Nursing is dedicated to the education of professional nurses who provide the highest quality health care to the communities they serve. The practice of nursing is both an art and a science; the focus of nursing is the diagnosis and treatment of human responses to actual or potential health problems.

The College of Nursing has two locations, one is on the USA main campus, and the other is on the USA Baldwin County campus in downtown Fairhope. The resources of the University, the USA Hospitals and clinics, and the numerous clinical agencies provide excellent opportunities for students to acquire the knowledge and skills essential for professional nursing.

Mission

The mission of the College of Nursing is to provide quality innovative educational programs to a diverse student body, to participate in research and scholarly activities, and to provide service to the University, the profession, and the public. The College accomplishes this by providing a caring, engaging environment for the empowerment of student learning potential, the professional development of faculty, and the promotion of the nursing profession.

Goals

1. Cultivate a caring, innovative, and engaging environment to facilitate teaching, learning, scholarship, and service.
2. Deliver innovative quality nursing programs that meet the needs of a diverse student body and other communities of interest.
3. Promote the discovery, communication, and preservation of knowledge through scholarly activities and leadership.
4. Provide service to the University, the profession, and the public.
5. Develop community partnerships to promote nursing and the enhancement of the health care delivery system using interprofessional approaches.

Accreditation

The baccalaureate program is approved by the Alabama Board of Nursing and the baccalaureate, master's degree program in nursing,Doctor of Nursing Practice degree program and post-graduate APRN certificate programs are accredited by the Commission on Collegiate Nursing Education.

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Student Responsibility

While the University of South Alabama will endeavor to provide timely and accurate advisement, it is the responsibility of the student to know and satisfy the degree requirements of the academic program found in the student's PAWS account, to be aware of the University calendar, https://www.southalabama.edu/academiccalendar/index.html (https://www.southalabama.edu/academiccalendar/) and to understand and comply with University academic policies and procedures.

Degrees Offered

The College of Nursing offers the Bachelor of Science in Nursing (BSN) degree, the Master of Science in Nursing (MSN) degree, and the Doctor of Nursing Practice (DNP) degree.

Certificates Offered

Post-Graduate Certificates are awarded to students completing planned programs of study in a nursing specialty area and subspecialty areas.

Degrees, Programs, or Concentrations

- Nursing (BSN) - Accelerated (https://bulletin.southalabama.edu/programs-az/nursing/nursing/nursing-bs-accelerated/)
- Nursing (BSN) - LPN-BSN (https://bulletin.southalabama.edu/programs-az/nursing/nursing/nursing-lpn-bsn/)
- Nursing (BSN) - RN-BSN (https://bulletin.southalabama.edu/programs-az/nursing/nursing/nursing-rn-bsn/)
- Nursing (BSN) - Traditional (https://bulletin.southalabama.edu/programs-az/nursing/nursing/nursing-bsn-traditional/)
- Nursing (MSN) - BSN-Prepared RNs (https://bulletin.southalabama.edu/programs-az/nursing/nursing/nursing-msn-bsn-prepared-rns/)
- Nursing (MSN) - RN-MSN with Non-Nursing Baccalaureate (https://bulletin.southalabama.edu/programs-az/nursing/nursing/nursing-msn-rn-nonnursing-baccalaureate/)
- Nursing Post-Graduate Certificate (https://bulletin.southalabama.edu/programs-az/nursing/nursing/nursing-post-graduate-certificate/)
- Nursing Practice (DNP) - BSN to DNP (https://bulletin.southalabama.edu/programs-az/nursing/nursing/nursing-practice-dnp-bsn/)
- Nursing Practice (DNP) - MSN Clinical Nurse Leader Bridge to DNP Executive Nursing Administration Pathway (https://bulletin.southalabama.edu/programs-az/nursing/nursing/nursing-practice-dnp-msn-clinical-leader-bridge-executive-administration-pathway/)
- Nursing Practice (DNP) - MSN to DNP Adding a New Concentration Area (https://bulletin.southalabama.edu/programs-az/nursing/nursing/nursing-practice-dnp-msn-adding-new-concentration-area/)
- Nursing Practice (DNP) - MSN to DNP for Advanced Practice Nursing Roles (https://bulletin.southalabama.edu/programs-az/nursing/nursing/nursing-practice-dnp-msn-advanced-roles/)
- Nursing Practice (DNP) - Nurse Anesthesia (https://bulletin.southalabama.edu/programs-az/nursing/nursing/nursing-practice-dnp-nurse-anesthesia/)
- Nursing Subspecialty Options (https://bulletin.southalabama.edu/programs-az/nursing/nursing/nursing-subspecialty-options/)

Courses

Adult Health Nursing (AHN)

AHN 447 Adult Gerontological Nursing 4 cr
Synthesize theories, concepts, research, issues and trends in caring for adult gerontological population with complex multisystem health care needs. Emphasis is on the role of the professional nurse in health promotion and maintenance, illness care, and rehabilitation of adult gerontological population in a variety of acute and community settings.
Prerequisite: (CMN 350 Minimum Grade of C and CMN 351 Minimum Grade of C and MCN 352 Minimum Grade of C and MCN 353 Minimum Grade of C and MCN 354 Minimum Grade of C and MCN 355 Minimum Grade of C)
Corequisite: AHN 448

AHN 448 Adult Gerontological Nsg Clin 4 cr
The focus of this course is the application of theories, concepts, evidence, issues and trends in caring for adult gerontological population experiencing complex multisystem health care needs. Emphasis is on the role of the professional nurse and on the use of the nursing process with adult gerontological population experiencing complex multisystem health care needs and their families.
Prerequisite: CMN 350 Minimum Grade of C and CMN 351 Minimum Grade of C and MCN 352 Minimum Grade of C and MCN 353 Minimum Grade of C and MCN 354 Minimum Grade of C and MCN 355 Minimum Grade of C
Corequisite: AHN 447

AHN 513 AG/CNS Clinical Progression 1-9 cr
The purpose of this progression practicum course is to facilitate student independence in the Adult-Gerontological Clinical Nurse Specialist role. The focus is on the application and synthesis of knowledge and skills acquired in all previous courses and to develop the necessary skills to progress to the next level of competency in the Adult-Gerontological Clinical Nurse Specialist role. The emphasis is on the three spheres of influence and the continuum of healthcare services from wellness through acute care.

AHN 515 A/G CNS Shadowing Intensive 1 cr
This is a clinical practice course in adult health nursing. The focus is on the application of theories, concepts, research, and issues and trends in adult health nursing. The emphasis is on the role of the professional nurse in adult health nursing and on the use of the nursing process with adult/gerontological patients experiencing health concerns in the acute care setting.

AHN 516 CNS Adult Geron Pract I 3 cr
The purpose of this practicum course is to provide opportunities for Adult Geron Clinical Nurse Specialist students to apply advanced nursing practice concepts in the acute care clinical setting with a focus on health promotion, wellness, and disease management in the adolescent, adult, and older adult population. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also focus on developing the ability to assimilate and apply evidence-based information in nursing care activities, to appraise nursing practice standards and norms, and to influence organizations to support the delivery of nursing care and achieve optimal health outcomes with attention to holistic, person-centered, and culturally inclusive care. CNS core competencies of focus in this course include Direct Care, Consultation, and Systems Leadership within the patient, nurse, and organization/system spheres of impact.
Prerequisite: NU 578 Minimum Grade of C
Corequisite: NU 515

AHN 517 CNS Adult Geron Pract II 3 cr
The purpose of this practicum course is to provide opportunities for Adult Geron Clinical Nurse Specialist students to continue refining the advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with a focus on wellness through acute care in the adolescent, adult, and older adult population. Focus areas include diagnostic reasoning, clinical judgement, collaboration, informatics, advocacy, quality improvement, and effective communication with interprofessional teams, as well as ethical practice, accountability, and professionalism. Practicum experiences also focus on direct interactions with patients and families, consultations, coaching, development of evidenced based policies/guidelines/protocols, educational guidance of other nursing personnel, and implementation of practices that improve quality and promote cost-effective outcomes with attention to holistic, person-centered, and culturally inclusive care. CNS core competencies of focus in this course include Direct Care, Collaboration, Research, and Ethical Decision-Making/Moral Agency/Advocacy within the patient, nurse, and organization/system spheres of impact.
Corequisite: NU 516

AHN 518 CNS Adult Geron Pract III 3 cr
The purpose of this culminating practicum course is to provide opportunities for Adult Geron Clinical Nurse Specialist students to continue refining advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with a focus on wellness through acute care in the adolescent, adult, and older adult population. Emphasis is on the application and synthesis of knowledge and skills acquired in all previous courses, including advanced diagnostic reasoning, clinical judgement, communication, collaboration, informatics, advocacy, quality improvement, ethical practice, accountability, professionalism, and leadership. Practicum experiences also highlight the CNS's ability to assimilate and apply evidence-based information in nursing care activities, to appraise nursing practice standards and norms, and to influence organizations to support the delivery of nursing care and achieve optimal health outcomes. In addition, this course prepares students to deliver innovative, holistic, and culturally inclusive care for adult gerontology patients in complex practice settings. CNS core competencies of focus in this course include Direct Care and Coaching within the patient, nurse, and organization/system spheres of impact.
Prerequisite: NU 516 Minimum Grade of C and AHN 517 Minimum Grade of C and NU 607 Minimum Grade of C and NU 613 Minimum Grade of C and NU 610 Minimum Grade of C
Corequisite: NU 517

AHN 519 Diagnostic Reasoning and Advanced Patient Management for the Clinical Nurse Specialist 4 cr
The purpose of this elective course is for the CNS to integrate advanced pharmacology, pathophysiology, and assessment for the diagnosis and management of acute and chronic problems of the adolescent/adult/old adult patients across the continuum of health services. The course focuses on the formulation of differential diagnoses and the development of pharmacologic and no-pharmacologic plans of care for the individual patients rather than aggregates. The emphasis is placed on synthesis and application of evidence-based practice to the development of differential diagnoses as a basis for health promotion and management.
Corequisite: NU 516

AHN 530 Found Palliative Care/Adv Role 2 cr
This introductory didactic course prepares palliative care subspecialty advanced practice nursing students to assess, diagnose, and manage palliative and end-of-life healthcare needs of individuals across the lifespan. Emphasis is placed on synthesizing and integrating current issues and trends in palliative nursing science and related disciplines to support sound clinical judgement. Students apply evidence-based approaches to palliative care management of serious illness, with attention to holistic, person-centered, and culturally inclusive care for individuals and families. Collaboration and communication with individuals, families, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.

AHN 531 Adv Palliative Cr/End of Life 2 cr
This didactic course continues to prepare palliative care subspecialty advanced practice nursing students to assess, diagnose, and manage healthcare needs of individuals across the lifespan in palliative care settings. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis related to end-of-life care. Students apply evidence-based approaches to health promotion and care management of health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: AHN 530 Minimum Grade of C

AHN 532 Adv Chronic Illness Care 2 cr
This didactic course prepares palliative care subspecialty advanced practice nursing students to assess, diagnose, and manage healthcare needs of individuals across the lifespan in the palliative care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis. Students apply evidence-based approaches to health promotion and care management of common chronic and serious illnesses, with attention to holistic, person-centered, and culturally inclusive care for individuals and families. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: AHN 531 Minimum Grade of C

AHN 533 Adv Palliative Care Practicum 1-9 cr
The purpose of this practicum course is to provide opportunities for palliative care subspecialty advanced practice nursing students to apply advanced nursing practice concepts in selected clinical settings with individuals across the lifespan in palliative care settings. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce communication skills and interdisciplinary team participation appropriate to the palliative care role, with attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: AHN 530 Minimum Grade of C

AHN 538 HPDP Dual Role (FNP/AGACNP) 2 cr
The purpose of this course is to prepare the Family/Adult-Gerontological Acute Care Nurse Practitioner student to identify and implement appropriate holistic, person-centered, and culturally inclusive health promotion and disease prevention strategies for individuals across the lifespan in the primary care and adults in the acute care setting. Emphasis is placed on social determinants of health, health promotion, and disease prevention and related health issues with collaborative, team-based with strategic planning at the primary, secondary, and tertiary levels of prevention to improve individual outcomes. Special topics include lifestyle and behavioral change strategies, developmental theories and milestones, anticipatory guidance, immunizations, nutrition, sleep, and caregiver education. Issues and trends relevant to the advanced practice role in Family/Adult-Gerontological Acute Care) are explored.

AHN 548 Family Prim Care NP I 4 cr
This didactic course continues to prepare Family Nurse Practitioner students to assess, diagnose, and manage healthcare needs of individuals from birth to adolescence in the outpatient primary care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of select body system disorders. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care. Additional topics explored in the course include immunizations, growth and development considerations, and collaboration with the family unit.
Prerequisite: (NU 518 (may be taken concurrently) Minimum Grade of C and NU 545 (may be taken concurrently) Minimum Grade of C and AHN 538 Minimum Grade of C)
Corequisite: AHN 549

AHN 549 Family Prim Care NP Prac I 4 cr
The purpose of this practicum course is to provide opportunities for Family Nurse Practitioner students in the Dual Role (Family NP/Adult-Gerontological Acute Care NP) specialty to apply advanced nursing practice concepts in selected clinical settings with individuals and families across the lifespan. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also include attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: (NU 578 Minimum Grade of C and AHN 538 Minimum Grade of C)
Corequisite: AHN 548

AHN 550 Family Prim Care NP II 4 cr
The purpose of this culminating didactic course is to prepare the Family Nurse Practitioner student for transition into advanced nursing practice. Emphasis is placed on synthesizing theoretical, clinical, and scientific knowledge to critically evaluate issues and trends in care across the lifespan. Focus includes integration of diagnostic reasoning and evidence-based treatment approaches, as well as collaboration and communication within interdisciplinary teams. Additional attention is given to professional role development, holistic and culturally inclusive care, and the analysis of emerging challenges in health care delivery systems.
Prerequisite: NU 578 (may be taken concurrently) Minimum Grade of C and AHN 548 Minimum Grade of C
Corequisite: AHN 551

AHN 551 Family Prim Care NP Pract II 5 cr
The purpose of this culminating practicum course is to provide opportunities for Family Nurse Practitioner students in the Dual Role (Family NP/Adult-Gerontological Acute Care NP) specialty to continue refining advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with individuals and families across the lifespan. Emphasis is on the application and synthesis of knowledge and skills acquired in all previous courses, including advanced diagnostic reasoning, clinical judgement, communication, collaboration, informatics, advocacy, quality improvement, ethical practice, accountability, professionalism, and leadership. Practicum experiences also highlight preparing students to deliver innovative, holistic, and culturally inclusive care individuals across the lifespan in complex practice settings.
Corequisite: AHN 550

AHN 552 Adult-Geron Acute Care NP I 4 cr
The purpose of this course is to prepare the Adult-Gerontology Acute Care Nurse Practitioner students in the Dual Role (FNP/AGACNP) program to assess, diagnose, and manage healthcare needs of individuals aged 18 years and older in the acute, emergent and critical care settings. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of the cardiac, pulmonary, neurologic and endocrine systems. Students apply evidence-based approaches to health promotion and care management of acute, emergent, critical and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person- centered nursing care. Additional topics explored in the course include shock states, trauma, ear nose and throat topics, as well as diagnostic procedures associated with the topics presented.
Prerequisite: AHN 538 Minimum Grade of C and AHN 549 Minimum Grade of C and AHN 551 Minimum Grade of C and NU 607 (may be taken concurrently) Minimum Grade of C and NU 608 (may be taken concurrently) Minimum Grade of C
Corequisite: AHN 553

AHN 553 Adult-Ger Acute Care NP Prac I 4 cr
The purpose of this practicum course is to provide opportunities for Adult-Gerontological Acute Care Nurse Practitioner students in the Dual Role (FNP/AGACNP) program to apply advanced nursing practice concepts in selected clinical settings with individuals 18 years and older. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce inpatient and acute care experiences appropriate to the adult-gerontological acute care role, with attention to holistic, person-centered, and culturally inclusive care.
Corequisite: AHN 552

AHN 554 Adult-Geron Acute Care NP II 4 cr
This didactic course continues to prepare the Adult-Gerontology Acute Care Nurse Practitioner students in the Dual Role (FNP/AGACNP) program to assess, diagnose, and manage healthcare needs of individuals aged 18 years and older in the acute, emergent and critical care settings. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of the gastrointestinal, renal, hematologic, musculoskeletal and reproductive systems as well as infectious disease and immunologic disorders, poisoning and toxicities, and trauma. Students apply evidence-based approaches to health promotion and care management of acute, emergent, critical and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care. Additional topics explored in the course include nutritional considerations, burns, skin disorders and diagnostic procedures related to these additional topics.
Prerequisite: AHN 552 Minimum Grade of C and NU 610 (may be taken concurrently) Minimum Grade of C and NU 613 (may be taken concurrently) Minimum Grade of C
Corequisite: AHN 555

AHN 555 Adlt-Ger Acute Care NP Prac II 5 cr
The purpose of this practicum course is to provide opportunities for Adult-Gerontological Acute Care Nurse Practitioner students in the Dual Role (FNP/AGACNP) program to apply advanced nursing practice concepts in selected clinical settings with individuals 18 years and older. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce inpatient and acute care experiences appropriate to the adult-gerontological acute care role, with attention to holistic, person-centered, and culturally inclusive care.
Corequisite: AHN 554

AHN 558 Dual Role FNP Clin Progression 1-9 cr
The purpose of this progression practicum course is to facilitate student independence in the Dual Role Family Nurse Practitioner role. The focus is on the application and synthesis of knowledge and skills acquired in all previous courses and to develop the necessary skills to progress to the next level of competency in the Family Nurse Practitioner role of the Dual Role (FNP/AGACNP) program.

AHN 559 Dual Role-AGAC Cli Progression 1-4 cr
The purpose of this progression practicum is to facilitate student independence in the Nurse Practitioner role. The focus is on the application and synthesis of knowledge and skills acquired in all previous courses and to develop the necessary skills to progress to the next level of competency in the Dual Track AGACNP Nurse Practitioner role.

AHN 566 AG/ACNP Clinical Progression 1-4 cr
The purpose of this progression practicum is to facilitate student independence in the Adult-Geron Acute Care Nurse Practitioner role. The focus is on the application and synthesis of knowledge and skills acquired in all previous courses and develop the necessary skills to progress to the next level of competency in the Adult-Geron Acute Care Nurse Practitioner role.

AHN 568 Intro to Adult-Geron Acute NP 3 cr
This introductory didactic course prepares the Adult Gerontological Acute Care Nurse Practitioner students to assess, diagnose, and manage healthcare needs of adult individuals in the acute care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of select health disorders. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care. Additional topics explored in the course include health assessment, diagnostic tests, pharmacological principles, and devices and equipment used in the acute care setting.
Prerequisite: NU 545 (may be taken concurrently) Minimum Grade of C and NU 518 (may be taken concurrently) Minimum Grade of C
Corequisite: AHN 571

AHN 571 HPDP Adult-Geron Acute Care NP 2 cr
The purpose of this course is to prepare the Adult-Gerontological Acute Care Nurse Practitioner student to identify and implement appropriate holistic, person-centered, and culturally inclusive health promotion and disease prevention strategies for adults in the acute care setting. Emphasis is placed on social determinants of health, health promotion, and disease prevention and related health issues with collaborative, team-based with strategic planning at the primary, secondary, and tertiary levels of prevention to improve individual outcomes. Special topics include lifestyle and behavioral change strategies and theories, immunizations, issues and trends for the AGACNP.
Corequisite: AHN 568

AHN 572 Adult-Geron Acute NP I 3 cr
This didactic course continues to prepare the Adult-Gerontological Acute Care Nurse Practitioner students to assess, diagnose, and manage healthcare needs of adults in the acute care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of select body system disorders. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals and families. Collaboration and communication with individuals, families, support systems, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: AHN 568 Minimum Grade of C and NU 578 Minimum Grade of C
Corequisite: AHN 573

AHN 573 Adult-Geron Acute NP Prac I 3 cr
The purpose of this practicum course is to provide opportunities for Adult-Gerontological Acute Care Nurse Practitioner students to apply advanced nursing practice concepts in the acute care settings for adult patients. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also include attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: NU 578 Minimum Grade of C
Corequisite: AHN 572

AHN 574 Adult-Geron Acute NP II 3 cr
This didactic course continues to prepare Adult-Geron Acute Care Nurse Practitioner students to assess, diagnose, and manage healthcare needs of adult patients in the acute care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of select body system disorders. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: AHN 572 Minimum Grade of C
Corequisite: AHN 575

AHN 575 Adult-Geron Acute NP Prac II 3 cr
The purpose of this practicum course is to provide opportunities for Adult-Gerontological Acute Care Nurse Practitioner students to continue refining the advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in acute care clinical settings with adult patients. Focus areas include diagnostic reasoning, clinical judgement, collaboration, informatics, advocacy, quality improvement, and effective communication with interprofessional teams, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce communication techniques for adolescent individuals appropriate to the Adult-Gerontological Acute Care Nurse role, with attention to holistic, person-centered, and culturally inclusive care.
Corequisite: AHN 574

AHN 576 Adult Geron Acute NP Prac III 4 cr
The purpose of this culminating practicum course is to provide opportunities for Adult-Gerontological Acute Care Nurse Practitioner students to continue refining advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in acute care clinical settings with adult patients. Emphasis is on the application and synthesis of knowledge and skills acquired in all previous courses, including advanced diagnostic reasoning, clinical judgement, communication, collaboration, informatics, advocacy, quality improvement, ethical practice, accountability, professionalism, and leadership. Practicum experiences prepare students to deliver innovative, holistic, and culturally inclusive care for adults in complex inpatient practice settings.
Prerequisite: (NU 607 Minimum Grade of C and AHN 574 Minimum Grade of C and AHN 575 Minimum Grade of C)
Corequisite: AHN 577

AHN 577 Adult Geron Acute NP III 3 cr
The purpose of this culminating didactic course is to prepare the Adult Gerontological Acute Care Nurse Practitioner student for transition into advanced nursing practice. Emphasis is placed on synthesizing theoretical, clinical, and scientific knowledge to critically evaluate issues and trends in pediatric care. Focus includes integration of diagnostic reasoning and evidence-based treatment approaches, as well as collaboration and communication within interdisciplinary teams. Additional attention is given to professional role development, holistic and culturally inclusive care, and the analysis of emerging challenges in health care delivery systems.
Prerequisite: (NU 607 Minimum Grade of C and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and AHN 574 Minimum Grade of C)
Corequisite: AHN 576

AHN 581 HP/DP Adlt-Geron Prim Care NP 3 cr
The purpose of this course is to prepare the Adult Gerontological Primary Care Nurse Practitioner student to identify and implement appropriate holistic, person-centered, and culturally inclusive health promotion and disease prevention strategies for adolescent, adult, and older adult individuals in the primary care setting. Emphasis is placed on social determinants of health, health promotion, disease prevention, and related health issues with collaborative, team-based strategic planning at the primary, secondary, and tertiary levels of prevention to improve individual outcomes. Special topics include lifestyle and behavioral change strategies. Issues relevant to the advanced practice role in adult gerontological primary care are explored.
Corequisite: AHN 588

AHN 588 Intro to Adult-Geron Prim NP 2 cr
This introductory didactic course prepares Adult Gerontological Primary Care Nurse Practitioner students to assess, diagnose, and manage healthcare needs of adolescent, adult and older adult individuals in a primary care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of acute and chronic health concerns within the primary care setting. Students apply evidence-based approaches to health promotion and care management of primary health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level, person-centered nursing care.
Prerequisite: NU 545 (may be taken concurrently) Minimum Grade of C and NU 518 (may be taken concurrently) Minimum Grade of C
Corequisite: AHN 581

AHN 591 Adult-Geron Prim NP I 3 cr
This didactic course continues to prepare Adult Gerontological Primary Care Nurse Practitioner students to assess, diagnose, and manage healthcare needs of adolescent, adult, and older adult individuals in a primary care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of acute and chronic health concerns with a focus on the unique health care needs of the older adult population in the primary care setting. Students apply evidence-based approaches to wellness, health promotion, and care management of acute and chronic health care needs, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized.
Prerequisite: AHN 588 Minimum Grade of C and NU 578 (may be taken concurrently) Minimum Grade of C
Corequisite: AHN 592

AHN 592 Adlt-Geron Primary NP Pract I 3 cr
The purpose of this practicum course is to provide opportunities for Adult Gerontological Primary Care Nurse Practitioner students to apply advanced nursing practice concepts in selected clinical settings with adolescent, adult, and older adult individuals. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce acute and chronic health conditions appropriate to the Adult Gerontological Primary Care Nurse Practitioner role, with attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: NU 578 Minimum Grade of C
Corequisite: AHN 591

AHN 593 Adult-Gero Prim NP II 3 cr
This didactic course continues to prepare Adult Gerontological Primary Care Nurse Practitioner students to assess, diagnose, and manage healthcare needs of adolescent, adult, and older adult individuals in the primary care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis related to acute and chronic health concerns of the adolescent, adult, and older adult individuals in the primary care setting. Students apply evidence-based approaches to health promotion and care management of acute and critical health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: AHN 591 Minimum Grade of C
Corequisite: AHN 594

AHN 594 Adult-Geron Prim NP Prac II 3 cr
The purpose of this practicum course is to provide opportunities for Adult Gerontological Primary Care Nurse Practitioner students to continue refining the advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in specialty clinical settings with adolescent, adult, and older adult individuals. Focus areas include diagnostic reasoning, clinical judgement, collaboration, informatics, advocacy, quality improvement, and effective communication with interprofessional teams, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce acute and chronic health concerns of the adolescent, adult, and older adult individual appropriate to the Adult Gerontological Primary Care Nurse Practitioner role, with attention to holistic, person-centered, and culturally inclusive care.
Corequisite: AHN 593

AHN 595 Adult-Gero Primary Care NP III 3 cr
The purpose of this culminating didactic course is to prepare the Adult Gerontological Primary Care Nurse Practitioner student for transition into advanced nursing practice. Emphasis is placed on synthesizing theoretical, clinical, and scientific knowledge to critically evaluate issues and trends in the care of adolescent, adult, and older adult individuals in the primary care setting. Focus includes integration of diagnostic reasoning and evidence-based treatment approaches, as well as collaboration and communication within interdisciplinary teams. Additional attention is given to professional role development, holistic and culturally inclusive care, and the analysis of emerging challenges in health care delivery systems.
Prerequisite: AHN 593 Minimum Grade of C and NU 607 (may be taken concurrently) Minimum Grade of C and NU 608 (may be taken concurrently) Minimum Grade of C and NU 610 (may be taken concurrently) Minimum Grade of C and NU 613 (may be taken concurrently) Minimum Grade of C
Corequisite: AHN 596

AHN 596 Adult-Geron Prim NP Prac III 4 cr
The purpose of this culminating practicum course is to provide opportunities for Adult Gerontological Primary Care Nurse Practitioner students to continue refining advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in primary care clinical settings. Emphasis is on the application and synthesis of knowledge and skills acquired in all previous courses, including advanced diagnostic reasoning, clinical judgement, communication, collaboration, informatics, advocacy, quality improvement, ethical practice, accountability, professionalism, and leadership. Practicum experiences also highlight acute and chronic health conditions of the adolescent, adult, and older adult individual appropriate to the Adult Gerontological Primary Care Nurse Practitioner role, preparing students to deliver innovative, holistic, and culturally inclusive adolescent, adult, and older adult care in primary care practice settings.
Prerequisite: NU 607 (may be taken concurrently) Minimum Grade of C
Corequisite: AHN 595

AHN 598 AG/PCNP Clinical Progression 1-4 cr
The purpose of this progression practicum is to facilitate student independence in the Adult-Geron Primary Care Nurse Practitioner role. The focus is on the application and synthesis of knowledge and skills acquired in all previous courses and to develop the necessary skills to progress to the next level of competency in the Adult-Geron Primary Care Nurse Practitioner role.

AHN 604 Adult-Geron Acute Care NP PP&D 3 cr
This course assists the Adult-Gerontological Acute Care Nurse Practitioner DNP student to finalize selection of a topic or phenomenon of interest applicable to the development of a doctoral synthesis project. The course will address all aspects of project planning and development for the Adult-Gerontological Acute Care Nurse Practitioner students' incorporation of well-built questions, search strategies and outcomes, identification of resources needed, and a plan for evaluation and dissemination of a scholarly doctoral project.
Prerequisite: (NU 607 Minimum Grade of C and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and NU 611 Minimum Grade of C)

AHN 617 AG ACNP Residency I 3 cr
Theories of leadership, motivation, power, and organizational change serve as guiding frameworks to influence and sustain transformation within health care systems. This course introduces the foundational implementation of evidence-based clinical models designed to advance quality and promote positive patient and organizational outcomes. Doctor of Nursing Practice (DNP) students will critically appraise, synthesize, and apply evidence to support and strengthen clinical practice and organizational initiatives. Within this mentored and supervised experience, students will collaborate with their primary faculty advisor to refine and initiate the implementation of their scholarly doctoral project, aimed at advancing their selected practice focus. Through structured engagement and expanded practice authority, students will demonstrate mastery of the DNP competencies and begin translating scholarship into meaningful practice change.
Prerequisite: AHN 604 Minimum Grade of S and NU 615 (may be taken concurrently) Minimum Grade of C

AHN 618 AG ACNP Residency II 3 cr
This course provides DNP students with the opportunity to implement and evaluate their scholarly doctoral project, demonstrating integration of all DNP competencies within a systems-based framework. Guided by a faculty facilitator, students will engage in evidence-based practice change, collect and analyze outcome data, and evaluate the impact of their interventions on clinical or organizational performance. Emphasis is placed on leadership in practice transformation, interprofessional collaboration, and preparation for dissemination of findings through scholarly and professional venues to advance nursing practice and improve health outcomes.
Prerequisite: AHN 617 Minimum Grade of C and NU 616 (may be taken concurrently) Minimum Grade of C

AHN 619 AG ACNP Residency III 3 cr
This final course in the DNP residency series provides students with the opportunity to complete the implementation, evaluation, and dissemination of their scholarly doctoral project while demonstrating mastery of all Doctor of Nursing Practice (DNP) competencies. Guided by core faculty and the faculty advisor, students will apply advanced leadership, clinical, and analytical skills to implement a quality improvement, evidence-based systems change initiative within their chosen practice setting. The course emphasizes the translation of evidence into sustainable practice change, evaluation of project outcomes, and integration of findings into organizational and population health improvement efforts. Students will disseminate the outcomes of their scholarly project to the University of South Alabama College of Nursing community as well as to local, state, or national professional audiences through presentations, abstracts, and manuscripts. By the conclusion of the course, students will demonstrate readiness to assume leadership roles in advancing nursing science, influencing health policy, and transforming health care systems to improve patient and population outcomes.
Prerequisite: AHN 618 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C

AHN 634 Adult-Geron CNS PP&D 3 cr
This course assists the Adult-Gerontological Clinical Nurse Specialist DNP student to finalize selection of a topic or phenomenon of interest applicable to the development of a doctoral synthesis project. The course will address all aspects of project planning and development for the Adult-Gerontological Clinical Nurse Specialist students' incorporation of well-built questions, search strategies and outcomes, identification of resources needed, and a plan for evaluation and dissemination of a scholarly doctoral project.
Prerequisite: (NU 607 Minimum Grade of C and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and NU 611 Minimum Grade of C)

AHN 635 Adult-Geron CNS Residency I 3 cr
Theories of leadership, motivation, power, and organizational change serve as guiding frameworks to influence and sustain transformation within health care systems. This course introduces the foundational implementation of evidence-based clinical models designed to advance quality and promote positive patient and organizational outcomes. Doctor of Nursing Practice (DNP) students will critically appraise, synthesize, and apply evidence to support and strengthen clinical practice and organizational initiatives. Within this mentored and supervised experience, students will collaborate with their primary faculty advisor to refine and initiate the implementation of their scholarly doctoral project, aimed at advancing their selected practice focus. Through structured engagement and expanded practice authority, students will demonstrate mastery of the DNP competencies and begin translating scholarship into meaningful practice change.
Prerequisite: AHN 634 Minimum Grade of S and NU 615 (may be taken concurrently) Minimum Grade of C

AHN 636 Adult-Geron CNS Residency II 3 cr
This course provides DNP students with the opportunity to implement and evaluate their scholarly doctoral project, demonstrating integration of all DNP competencies within a systems-based framework. Guided by a faculty facilitator, students will engage in evidence-based practice change, collect and analyze outcome data, and evaluate the impact of their interventions on clinical or organizational performance. Emphasis is placed on leadership in practice transformation, interprofessional collaboration, and preparation for dissemination of findings through scholarly and professional venues to advance nursing practice and improve health outcomes.
Prerequisite: AHN 635 Minimum Grade of C and NU 616 (may be taken concurrently) Minimum Grade of C

AHN 637 Adult-Geron CNS Residency III 3 cr
This final course in the DNP residency series provides students with the opportunity to complete the implementation, evaluation, and dissemination of their scholarly doctoral project while demonstrating mastery of all Doctor of Nursing Practice (DNP) competencies. Guided by core faculty and the faculty advisor, students will apply advanced leadership, clinical, and analytical skills to implement a quality improvement, evidence-based systems change initiative within their chosen practice setting. The course emphasizes the translation of evidence into sustainable practice change, evaluation of project outcomes, and integration of findings into organizational and population health improvement efforts. Students will disseminate the outcomes of their scholarly project to the University of South Alabama College of Nursing community as well as to local, state, or national professional audiences through presentations, abstracts, and manuscripts. By the conclusion of the course, students will demonstrate readiness to assume leadership roles in advancing nursing science, influencing health policy, and transforming health care systems to improve patient and population outcomes.
Prerequisite: AHN 636 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C

AHN 670 AG-ACNP(DR) PP&D 3 cr
This course assists the Adult-Gerontological Acute Care Nurse Practitioner DNP student to finalize selection of a topic or phenomenon of interest applicable to the development of a doctoral synthesis project. The course will address all aspects of project planning and development for the Adult-Gerontological Acute Care Nurse Practitioner students' incorporation of well-built questions, search strategies and outcomes, identification of resources needed, and a plan for evaluation and dissemination of a scholarly doctoral project.
Prerequisite: (NU 607 Minimum Grade of C and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and NU 611 Minimum Grade of C)

AHN 671 AG/ACNP (DR) Residency I 3 cr
Theories of leadership, motivation, power, and organizational change serve as guiding frameworks to influence and sustain transformation within health care systems. This course introduces the foundational implementation of evidence-based clinical models designed to advance quality and promote positive patient and organizational outcomes. Doctor of Nursing Practice (DNP) students will critically appraise, synthesize, and apply evidence to support and strengthen clinical practice and organizational initiatives. Within this mentored and supervised experience, students will collaborate with their primary faculty advisor to refine and initiate the implementation of their scholarly doctoral project, aimed at advancing their selected practice focus. Through structured engagement and expanded practice authority, students will demonstrate mastery of the DNP competencies and begin translating scholarship into meaningful practice change.
Prerequisite: (NU 608 Minimum Grade of C and AHN 670 Minimum Grade of S and NU 615 (may be taken concurrently) Minimum Grade of C)

AHN 672 AG-ACNP (DR) Residency II 3 cr
This course provides DNP students with the opportunity to implement and evaluate their scholarly doctoral project, demonstrating integration of all DNP competencies within a systems-based framework. Guided by a faculty facilitator, students will engage in evidence-based practice change, collect and analyze outcome data, and evaluate the impact of their interventions on clinical or organizational performance. Emphasis is placed on leadership in practice transformation, interprofessional collaboration, and preparation for dissemination of findings through scholarly and professional venues to advance nursing practice and improve health outcomes.
Prerequisite: (NU 616 (may be taken concurrently) Minimum Grade of C and AHN 671 Minimum Grade of C)

AHN 673 AG-ACNP(DR) Residency III 3 cr
This final course in the DNP residency series provides students with the opportunity to complete the implementation, evaluation, and dissemination of their scholarly doctoral project while demonstrating mastery of all Doctor of Nursing Practice (DNP) competencies. Guided by core faculty and the faculty advisor, students will apply advanced leadership, clinical, and analytical skills to implement a quality improvement, evidence-based systems change initiative within their chosen practice setting. The course emphasizes the translation of evidence into sustainable practice change, evaluation of project outcomes, and integration of findings into organizational and population health improvement efforts. Students will disseminate the outcomes of their scholarly project to the University of South Alabama College of Nursing community as well as to local, state, or national professional audiences through presentations, abstracts, and manuscripts. By the conclusion of the course, students will demonstrate readiness to assume leadership roles in advancing nursing science, influencing health policy, and transforming health care systems to improve patient and population outcomes.
Prerequisite: (NU 612 (may be taken concurrently) Minimum Grade of C and AHN 671 Minimum Grade of C and AHN 672 Minimum Grade of C)

AHN 680 Family NP (DR) PP&D 3 cr
This course assists the Family Nurse Practitioner DNP student to finalize selection of a topic or phenomenon of interest applicable to the development of a doctoral synthesis project. The course will address all aspects of project planning and development for the Family Nurse Practitioner students' incorporation of well-built questions, search strategies and outcomes, identification of resources needed, and a plan for evaluation and dissemination of a scholarly doctoral project.
Prerequisite: (NU 607 Minimum Grade of C and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and NU 611 Minimum Grade of C)

AHN 681 Family NP (DR) Residency I 3 cr
Theories of leadership, motivation, power, and organizational change serve as guiding frameworks to influence and sustain transformation within health care systems. This course introduces the foundational implementation of evidence-based clinical models designed to advance quality and promote positive patient and organizational outcomes. Doctor of Nursing Practice (DNP) students will critically appraise, synthesize, and apply evidence to support and strengthen clinical practice and organizational initiatives. Within this mentored and supervised experience, students will collaborate with their primary faculty advisor to refine and initiate the implementation of their scholarly doctoral project, aimed at advancing their selected practice focus. Through structured engagement and expanded practice authority, students will demonstrate mastery of the DNP competencies and begin translating scholarship into meaningful practice change.
Prerequisite: (AHN 680 Minimum Grade of S and NU 608 Minimum Grade of C and NU 615 (may be taken concurrently) Minimum Grade of C)

AHN 682 FNP (DR) Residency II 3 cr
This course provides DNP students with the opportunity to implement and evaluate their scholarly doctoral project, demonstrating integration of all DNP competencies within a systems-based framework. Guided by a faculty facilitator, students will engage in evidence-based practice change, collect and analyze outcome data, and evaluate the impact of their interventions on clinical or organizational performance. Emphasis is placed on leadership in practice transformation, interprofessional collaboration, and preparation for dissemination of findings through scholarly and professional venues to advance nursing practice and improve health outcomes.
Prerequisite: (AHN 681 Minimum Grade of C and NU 616 (may be taken concurrently) Minimum Grade of C)

AHN 683 FNP (DR) Residency III 3 cr
This final course in the DNP residency series provides students with the opportunity to complete the implementation, evaluation, and dissemination of their scholarly doctoral project while demonstrating mastery of all Doctor of Nursing Practice (DNP) competencies. Guided by core faculty and the faculty advisor, students will apply advanced leadership, clinical, and analytical skills to implement a quality improvement, evidence-based systems change initiative within their chosen practice setting. The course emphasizes the translation of evidence into sustainable practice change, evaluation of project outcomes, and integration of findings into organizational and population health improvement efforts. Students will disseminate the outcomes of their scholarly project to the University of South Alabama College of Nursing community as well as to local, state, or national professional audiences through presentations, abstracts, and manuscripts. By the conclusion of the course, students will demonstrate readiness to assume leadership roles in advancing nursing science, influencing health policy, and transforming health care systems to improve patient and population outcomes.
Prerequisite: (AHN 682 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C)

AHN 693 Adult-Geron Primary NP PP&D 3 cr
This course assists the Adult-Gerontological Primary Care Nurse Practitioner DNP student to finalize selection of a topic or phenomenon of interest applicable to the development of a doctoral synthesis project. The course will address all aspects of project planning and development for the Adult-Gerontological Primary Care Nurse Practitioner students' incorporation of well-built questions, search strategies and outcomes, identification of resources needed, and a plan for evaluation and dissemination of a scholarly doctoral project.
Prerequisite: (NU 607 Minimum Grade of C and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and NU 611 Minimum Grade of C)

AHN 694 Adult-Gero Primary Cr NP Res I 3 cr
Theories of leadership, motivation, power, and organizational change serve as guiding frameworks to influence and sustain transformation within health care systems. This course introduces the foundational implementation of evidence-based clinical models designed to advance quality and promote positive patient and organizational outcomes. Doctor of Nursing Practice (DNP) students will critically appraise, synthesize, and apply evidence to support and strengthen clinical practice and organizational initiatives. Within this mentored and supervised experience, students will collaborate with their primary faculty advisor to refine and initiate the implementation of their scholarly doctoral project, aimed at advancing their selected practice focus. Through structured engagement and expanded practice authority, students will demonstrate mastery of the DNP competencies and begin translating scholarship into meaningful practice change.
Prerequisite: AHN 693 Minimum Grade of S and NU 615 (may be taken concurrently) Minimum Grade of C

AHN 695 Adlt-Gero Primary Cr NP Res II 3 cr
This course provides DNP students with the opportunity to implement and evaluate their scholarly doctoral project, demonstrating integration of all DNP competencies within a systems-based framework. Guided by a faculty facilitator, students will engage in evidence-based practice change, collect and analyze outcome data, and evaluate the impact of their interventions on clinical or organizational performance. Emphasis is placed on leadership in practice transformation, interprofessional collaboration, and preparation for dissemination of findings through scholarly and professional venues to advance nursing practice and improve health outcomes.
Prerequisite: AHN 694 Minimum Grade of C and NU 616 (may be taken concurrently) Minimum Grade of C

AHN 696 Adlt-Gero Prim Care NP Res III 3 cr
This final course in the DNP residency series provides students with the opportunity to complete the implementation, evaluation, and dissemination of their scholarly doctoral project while demonstrating mastery of all Doctor of Nursing Practice (DNP) competencies. Guided by core faculty and the faculty advisor, students will apply advanced leadership, clinical, and analytical skills to implement a quality improvement, evidence-based systems change initiative within their chosen practice setting. The course emphasizes the translation of evidence into sustainable practice change, evaluation of project outcomes, and integration of findings into organizational and population health improvement efforts. Students will disseminate the outcomes of their scholarly project to the University of South Alabama College of Nursing community as well as to local, state, or national professional audiences through presentations, abstracts, and manuscripts. By the conclusion of the course, students will demonstrate readiness to assume leadership roles in advancing nursing science, influencing health policy, and transforming health care systems to improve patient and population outcomes.
Prerequisite: AHN 695 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C

Comm Mental Health Nurs (CMN)

CMN 350 Psy-Mental Health Nsg 2 cr
Analysis of theories, concepts, evidence, issues and trends from contemporary nursing science and related disciplines in promoting the health of individuals and families experiencing psychiatric-mental health concerns. The emphasis is on the use of the nursing process and other systematic approaches to plan, implement, and evaluate health promotion and maintenance activities, illness care, and rehabilitation with individuals and families experiencing psychiatric-mental health concerns in a variety of acute and community settings.
Prerequisite: (NU 311 Minimum Grade of C and NU 327 Minimum Grade of C and HSC 342 Minimum Grade of C and NU 325 Minimum Grade of C and HSC 343 (may be taken concurrently) Minimum Grade of C)
Corequisite: CMN 351

CMN 351 Psy-Mental Health Nsg Clin 2 cr
The purpose of this course is to provide students the opportunity to analyze theories, concepts, research, and issues and trends in psychiatric-mental health nursing. The focus of the course is on internal and external factors affecting the mental health of children, adolescents, adults, elderly, and families. The emphasis is on the role of the professional nurse in health promotion and maintenance, illness care, and rehabilitation of children, adolescents, adults, elderly, and families experiencing psychiatric-mental health concerns.
Prerequisite: (NU 311 Minimum Grade of C and NU 325 Minimum Grade of C and NU 327 Minimum Grade of C and HSC 342 Minimum Grade of C and HSC 343 (may be taken concurrently) Minimum Grade of C)
Corequisite: CMN 350

CMN 351B Psychiatric Mental Health Nursing Clinical 2 cr
The purpose of this course is to provide students the opportunity to analyze theories, concepts, research, and issues and trends in psychiatric-mental health nursing. The focus of the course is on internal and external factors affecting the mental health of children, adolescents, adults, elderly, and families. The emphasis is on the role of the professional nurse in health promotion and maintenance, illness care, and rehabilitation of children, adolescents, adults, elderly, and families experiencing psychiatric-mental health concerns.

CMN 420 Community Health Nursing 3 cr
The purpose of this course is to provide students an opportunity to explore community health nursing concepts and principles from a population health care perspective. The changing needs of an increasingly culturally diverse population within the social context of the community systems are examined along with the environmental, economical, political, and legal constraints to the health of systems.
Prerequisite: (CMN 350 Minimum Grade of C and CMN 351 Minimum Grade of C and MCN 352 Minimum Grade of C and MCN 353 Minimum Grade of C and MCN 354 Minimum Grade of C and MCN 355 Minimum Grade of C)
Corequisite: CMN 421

CMN 420B Community Health Nursing 3 cr
The purpose of this course is to provide students an opportunity to explore community health nursing concepts and principles from a population health care perspective. The changing needs of an increasingly culturally diverse population within the social context of the community systems are examined along with the environmental, economical, political, and legal constraints to the health of systems.

CMN 421 Community Health Nurs Clinical 1 cr
The purpose of this course is to provide students the opportunity to complete a clinical project integrating community health nursing concepts and principles from an aggregate health care perspective. The changing needs of an increasingly culturally diverse population within the social context of the community are examined. Course content includes environmental, economical, political, and legal constraints to the health of aggregates.
Prerequisite: (CMN 350 Minimum Grade of C and CMN 351 Minimum Grade of C and MCN 352 Minimum Grade of C and MCN 353 Minimum Grade of C and MCN 354 Minimum Grade of C and MCN 355 Minimum Grade of C)
Corequisite: CMN 420

CMN 421B Community Health Nursing Clinical 1 cr
The purpose of this course is to provide students the opportunity to complete a clinical project integrating community health nursing concepts and principles from an aggregate health care perspective. The changing needs of an increasingly culturally diverse population within the social context of the community are examined. Course content includes environmental, economical, political, and legal constraints to the health of aggregates.

CMN 548 Introduction to PMHNP 3 cr
This introductory didactic course prepares Psychiatric-Mental Health Nurse Practitioner students to assess, diagnose, and manage health care needs of individuals across the lifespan. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgment and the development of differential diagnoses. Students apply evidence-based approaches to the treatment of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with patients, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: NU 545 (may be taken concurrently) Minimum Grade of C and NU 518 (may be taken concurrently) Minimum Grade of C
Corequisite: CMN 551

CMN 550 PMHNP Clinical Progression 1-4 cr
The purpose of this progression course is to provide opportunities for Psychiatric-Mental Health Nurse Practitioner students to apply concepts from PMHNP I in primary and acute care mental health settings with individuals and their families experiencing psychiatric-mental health concerns across the lifespan.

CMN 551 HPDP & Issues for the PMHNP 2 cr
The purpose of this course is to prepare the Psychiatric-Mental Health Nurse Practitioner student to identify and implement appropriate holistic, person-centered, and culturally inclusive health promotion and disease prevention strategies across the lifespan in psychiatric and primary care settings. Emphasis is placed on social determinants of health, health promotion, disease prevention, and related health issues with collaborative, team-based strategic planning at the primary, secondary, and tertiary levels of prevention to improve patient outcomes. Special topics include lifestyle and behavioral change strategies and the integration of psychiatric and physical health promotion. Issues relevant to the advanced practice role in mental health care are explored.
Corequisite: CMN 548

CMN 552 PMHNP I 3 cr
This didactic course continues to prepare Psychiatric-Mental Health Nurse Practitioner (PMHNP) students to assess, diagnose, and manage the healthcare needs of individuals and families across the lifespan in psychiatric-mental health care settings. Emphasis is placed on synthesizing and integrating nursing science, neuroscience, and related disciplines to support sound clinical judgment and the development of differential diagnoses for common acute and chronic psychiatric-mental health conditions. Students apply evidence-based and person-centered approaches to promote mental health and manage mental illness, with attention to holistic, culturally inclusive care for individuals, families, and communities. Collaboration and communication with clients, families, and interprofessional mental health teams are emphasized to deliver advanced-level, person-centered psychiatric nursing care.
Prerequisite: CMN 548 Minimum Grade of C and NU 578 (may be taken concurrently) Minimum Grade of C
Corequisite: CMN 553

CMN 553 PMHNP Practicum I 3 cr
The purpose of this practicum course is to provide opportunities for Psychiatric-Mental Health Nurse Practitioner students to apply advanced nursing practice concepts in selected clinical settings with individuals and families across the lifespan. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce psychotherapeutic modalities appropriate to the nurse practitioner role, with attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: NU 578 Minimum Grade of C
Corequisite: CMN 552

CMN 554 PMHNP II 3 cr
This didactic course continues to prepare Psychiatric-Mental Health Nurse Practitioner students to assess, diagnose, and manage healthcare needs of individuals and their families across the lifespan in psychiatric and mental health care settings. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgment and the development of differential diagnoses for acute and chronic complex psychiatric and mental health problems. Students apply evidence-based approaches to health promotion and care management with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication among individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered psychiatric-mental health nursing care.
Prerequisite: CMN 552 Minimum Grade of C
Corequisite: CMN 555

CMN 555 PMHNP Practicum II 3 cr
The purpose of this practicum course is to provide opportunities for Psychiatric-Mental Health Nurse Practitioner students to continue refining advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with individuals and families across the lifespan. Focus areas include diagnostic reasoning, clinical judgement, collaboration, informatics, advocacy, quality improvement, and effective communication with interprofessional teams, as well as ethical practice, accountability, and professionalism. Practicum experiences also emphasize the continued development of psychotherapeutic skills with attention to holistic, person-centered, and culturally inclusive care.
Corequisite: CMN 554

CMN 556 PMHNP Practicum III 4 cr
The purpose of this culminating practicum course is to provide opportunities for Psychiatric-Mental Health Nurse Practitioner student to continue refining advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with individuals and families across the lifespan. Emphasis is on the application and synthesis of knowledge and skills acquired in all previous courses, including advanced diagnostic reasoning, clinical judgement, communication, collaboration, informatics, advocacy, quality improvement, ethical practice, accountability, professionalism, and leadership. Practicum experiences also continue to highlight psychotherapeutic integration, preparing students to deliver innovative, holistic, and culturally inclusive care across the lifespan in complex practice settings.
Prerequisite: CMN 554 Minimum Grade of C and NU 610 (may be taken concurrently) Minimum Grade of C or NU 607 (may be taken concurrently) Minimum Grade of C or NU 608 (may be taken concurrently) Minimum Grade of C or NU 613 (may be taken concurrently) Minimum Grade of C
Corequisite: CMN 557

CMN 557 PMHNP III 3 cr
The purpose of this culminating didactic course is to prepare the Psychiatric Mental Health Nurse Practitioner student for transition into advanced nursing practice. Emphasis is placed on synthesizing theoretical, clinical, and scientific knowledge to critically evaluate issues and trends in psychiatric and mental health care. Focus includes integration of diagnostic reasoning and evidence-based treatment approaches, as well as collaboration and communication within interdisciplinary teams. Additional attention is given to professional role development, holistic and culturally inclusive care, and the analysis of emerging challenges in health care delivery systems.
Prerequisite: NU 607 (may be taken concurrently) Minimum Grade of C and NU 608 (may be taken concurrently) Minimum Grade of C and NU 610 (may be taken concurrently) Minimum Grade of C and NU 613 (may be taken concurrently) Minimum Grade of C
Corequisite: CMN 556

CMN 566 Family NP Clin Progression 1-9 cr
The purpose of this practicum course is to provide opportunities for the Family Nurse Practitioner to apply concepts from previous courses and CMN 572, 574, or 577 in select clinical settings. Focus is on individuals and families in primary care settings. The emphasis is on diagnostic reasoning and decision-making/critical-thinking.

CMN 568 Intro to Family NP 3 cr
This introductory didactic course prepares Family Nurse Practitioner students to assess, diagnose, and manage healthcare needs of individuals across the lifespan in primary care settings. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnoses. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: NU 545 (may be taken concurrently) Minimum Grade of C and NU 518 (may be taken concurrently) Minimum Grade of C
Corequisite: CMN 571

CMN 571 HPDP in Family NP 2 cr
The purpose of this course is to prepare the Family Nurse Practitioner student to identify and implement appropriate holistic, person-centered, and culturally inclusive health promotion and disease prevention strategies across the lifespan in family practice settings. Emphasis is placed on social determinants of health, health promotion, disease prevention, and related health issues with collaborative, team-based strategic planning at the primary, secondary, and tertiary levels of prevention to improve individual outcomes. Special topics include lifestyle and behavioral change strategies, issues relevant to the advanced practice role in family care are explored.
Corequisite: CMN 568

CMN 572 Family NP I 3 cr
This didactic course continues to prepare Family Nurse Practitioner students to assess, diagnose, and manage healthcare needs of individuals across the lifespan in primary care settings. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnoses. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: CMN 568 Minimum Grade of C and NU 578 (may be taken concurrently) Minimum Grade of C
Corequisite: CMN 573

CMN 573 Family NP Pract I 3 cr
The purpose of this practicum course is to provide opportunities for Family Nurse Practitioner students to apply advanced nursing practice concepts in selected clinical settings with individuals and families across the lifespan. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce clinical skills appropriate to the Family NP role, with attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: NU 578 Minimum Grade of C
Corequisite: CMN 572

CMN 574 Family NP II 3 cr
This didactic course continues to prepare Family Nurse Practitioner students to assess, diagnose, and manage healthcare needs of individuals across the lifespan in primary care settings. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnoses. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: CMN 572 Minimum Grade of C
Corequisite: CMN 575

CMN 575 Family NP Prac II 3 cr
The purpose of this practicum course is to provide opportunities for Family Nurse Practitioner students to apply advanced nursing practice concepts in selected clinical settings with individuals and families across the lifespan. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce clinical skills appropriate to the Family NP role, with attention to holistic, person-centered, and culturally inclusive care.
Corequisite: CMN 574

CMN 576 Family NP Pract III 4 cr
The purpose of this culminating practicum course is to provide opportunities for Family Nurse Practitioner students to continue refining advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with individuals and families across the lifespan. Emphasis is on the application and synthesis of knowledge and skills acquired in all previous courses, including advanced diagnostic reasoning, clinical judgement, communication, collaboration, informatics, advocacy, quality improvement, ethical practice, accountability, professionalism, and leadership. Practicum experiences focus on preparing students to deliver innovative, holistic, and culturally inclusive care to individuals across the lifespan in complex practice settings.
Prerequisite: NU 607 (may be taken concurrently) Minimum Grade of C and NU 608 (may be taken concurrently) Minimum Grade of C
Corequisite: CMN 577

CMN 577 Family NP III 3 cr
The purpose of this culminating didactic course is to prepare the Family Nurse Practitioner student for transition into advanced nursing practice. Emphasis is placed on synthesizing theoretical, clinical, and scientific knowledge to critically evaluate issues and trends in Family care. Focus includes integration of diagnostic reasoning and evidence-based treatment approaches, as well as collaboration and communication within interdisciplinary teams. Additional attention is given to professional role development, holistic and culturally inclusive care, and the analysis of emerging challenges in health care delivery systems.
Prerequisite: NU 607 (may be taken concurrently) Minimum Grade of C and NU 608 (may be taken concurrently) Minimum Grade of C and NU 610 (may be taken concurrently) Minimum Grade of C and NU 613 (may be taken concurrently) Minimum Grade of C
Corequisite: CMN 576

CMN 604 PMHNP PP&D 3 cr
This course assists the Psychiatric Mental Health Nurse Practitioner DNP student to finalize selection of a topic or phenomenon of interest applicable to the development of a doctoral synthesis project. The course will address all aspects of project planning and development for the Psychiatric Mental Health Nurse Practitioner students' incorporation of well-built questions, search strategies and outcomes, identification of resources needed, and a plan for evaluation and dissemination of a scholarly doctoral project.
Prerequisite: (NU 607 Minimum Grade of C and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and NU 611 Minimum Grade of C)

CMN 617 PMHNP Residency I 3 cr
Theories of leadership, motivation, power, and organizational change serve as guiding frameworks to influence and sustain transformation within health care systems. This course introduces the foundational implementation of evidence-based clinical models designed to advance quality and promote positive patient and organizational outcomes. Doctor of Nursing Practice (DNP) students will critically appraise, synthesize, and apply evidence to support and strengthen clinical practice and organizational initiatives. Within this mentored and supervised experience, students will collaborate with their primary faculty advisor to refine and initiate the implementation of their scholarly doctoral project, aimed at advancing their selected practice focus. Through structured engagement and expanded practice authority, students will demonstrate mastery of the DNP competencies and begin translating scholarship into meaningful practice change.
Prerequisite: CMN 604 Minimum Grade of S and NU 615 (may be taken concurrently) Minimum Grade of C

CMN 618 PMHNP Residency II 3 cr
This course provides DNP students with the opportunity to implement and evaluate their scholarly doctoral project, demonstrating integration of all DNP competencies within a systems-based framework. Guided by a faculty facilitator, students will engage in evidence-based practice change, collect and analyze outcome data, and evaluate the impact of their interventions on clinical or organizational performance. Emphasis is placed on leadership in practice transformation, interprofessional collaboration, and preparation for dissemination of findings through scholarly and professional venues to advance nursing practice and improve health outcomes.
Prerequisite: CMN 617 Minimum Grade of C and NU 616 (may be taken concurrently) Minimum Grade of C

CMN 619 PMHNP Residency III 3 cr
This final course in the DNP residency series provides students with the opportunity to complete the implementation, evaluation, and dissemination of their scholarly doctoral project while demonstrating mastery of all Doctor of Nursing Practice (DNP) competencies. Guided by core faculty and the faculty advisor, students will apply advanced leadership, clinical, and analytical skills to implement a quality improvement, evidence-based systems change initiative within their chosen practice setting. The course emphasizes the translation of evidence into sustainable practice change, evaluation of project outcomes, and integration of findings into organizational and population health improvement efforts. Students will disseminate the outcomes of their scholarly project to the University of South Alabama College of Nursing community as well as to local, state, or national professional audiences through presentations, abstracts, and manuscripts. By the conclusion of the course, students will demonstrate readiness to assume leadership roles in advancing nursing science, influencing health policy, and transforming health care systems to improve patient and population outcomes.
Prerequisite: CMN 618 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C

CMN 680 Family NP PP&D 3 cr
This course assists the Family Nurse Practitioner DNP student to finalize selection of a topic or phenomenon of interest applicable to the development of a doctoral synthesis project. The course will address all aspects of project planning and development for the Family Nurse Practitioner students' incorporation of well-built questions, search strategies and outcomes, identification of resources needed, and a plan for evaluation and dissemination of a scholarly doctoral project.
Prerequisite: (NU 607 Minimum Grade of C and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and NU 611 Minimum Grade of C)

CMN 681 Family NP Residency I 3 cr
Theories of leadership, motivation, power, and organizational change serve as guiding frameworks to influence and sustain transformation within health care systems. This course introduces the foundational implementation of evidence-based clinical models designed to advance quality and promote positive patient and organizational outcomes. Doctor of Nursing Practice (DNP) students will critically appraise, synthesize, and apply evidence to support and strengthen clinical practice and organizational initiatives. Within this mentored and supervised experience, students will collaborate with their primary faculty advisor to refine and initiate the implementation of their scholarly doctoral project, aimed at advancing their selected practice focus. Through structured engagement and expanded practice authority, students will demonstrate mastery of the DNP competencies and begin translating scholarship into meaningful practice change.
Prerequisite: CMN 680 Minimum Grade of S and NU 615 (may be taken concurrently) Minimum Grade of C

CMN 682 Family NP Residency II 3 cr
This course provides DNP students with the opportunity to implement and evaluate their scholarly doctoral project, demonstrating integration of all DNP competencies within a systems-based framework. Guided by a faculty facilitator, students will engage in evidence-based practice change, collect and analyze outcome data, and evaluate the impact of their interventions on clinical or organizational performance. Emphasis is placed on leadership in practice transformation, interprofessional collaboration, and preparation for dissemination of findings through scholarly and professional venues to advance nursing practice and improve health outcomes.
Prerequisite: CMN 681 Minimum Grade of C and NU 616 (may be taken concurrently) Minimum Grade of C

CMN 683 Family NP Residency III 3 cr
This final course in the DNP residency series provides students with the opportunity to complete the implementation, evaluation, and dissemination of their scholarly doctoral project while demonstrating mastery of all Doctor of Nursing Practice (DNP) competencies. Guided by core faculty and the faculty advisor, students will apply advanced leadership, clinical, and analytical skills to implement a quality improvement, evidence-based systems change initiative within their chosen practice setting. The course emphasizes the translation of evidence into sustainable practice change, evaluation of project outcomes, and integration of findings into organizational and population health improvement efforts. Students will disseminate the outcomes of their scholarly project to the University of South Alabama College of Nursing community as well as to local, state, or national professional audiences through presentations, abstracts, and manuscripts. By the conclusion of the course, students will demonstrate readiness to assume leadership roles in advancing nursing science, influencing health policy, and transforming health care systems to improve patient and population outcomes.
Prerequisite: CMN 682 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C

Health Sciences (HSC)

HSC 101 Interprofessional Freshman Sem 2 cr
The purpose of this course is to introduce the unique requirements and opportunities of the Health Sciences Division to beginning students who have declared or are considering a Health Science major (Nursing, Medicine, Pharmacy, Allied Health Professions, etc.). The course focuses on the value of higher education as a base for a career in Health Sciences and develops an awareness of activities and support services available within the University to enhance student success. Academic rules, regulations and policies related to admission, progression, and graduation in the University and Colleges of Nursing, Medicine, and Allied Health Professions are discussed.
Cross-Listed: AHP 101

HSC 324 Death and Dying 2 cr
Provides the student an opportunity to analyze theories, concepts, socioethical issues, and research related to dying and death. Focus is on assisting students to explore their feelings regarding death as well as developing self-awareness of the feelings of patients and families. Emphasis is on the acceptance of the process of mourning and death and applicable nursing interventions. Elective.

HSC 342 Administration of Medication 1 cr
The purpose of this course is to prepare the student to accurately calculate medication dosages. Mathematical and metric apothecary concepts are stressed.

HSC 342B Administration of Medication 1 cr
The purpose of this course is to prepare the student to accurately calculate medication dosages. Mathematical and metric apothecary concepts are stressed.

HSC 343 Clinical Pharmacology 3 cr
The purpose of the course is to provide the student with the opportunity to acquire information related to the clinical application of drug therapy and the concepts relating to the mechanisms of drug actions, interactions and adverse reactions, including the immunologic-idiosyncratic-allergic responses. Emphasis is on the current evidence related to pharmacokinetics, dosage, methods of administration, and adverse effects of major classifications of drugs to inform nursing care. Prerequisites: Admission to Professional Component or special permission of instructor.
Prerequisite: (NU 311 (may be taken concurrently) and NU 325 (may be taken concurrently))

HSC 343B Clinical Pharmacology 3 cr
The purpose of the course is to provide students with the opportunity to acquire information related to clinical application of drug therapy and concepts relating to the mechanisms of drug actions, interactions and adverse reactions, including the immunologic-idiosyncratic-allergic responses. Emphasis is placed on current evidence related to pharmacokinetics, dosage, methods of administration, and adverse effects of major classifications of drugs to inform nursing care. Restricted to students enrolled in RN to BSN programs.
Cross-Listed: HSC 343

HSC 385 Study Abroad Public Healthcare 3 cr

HSC 390 Special Topics - 1-9 cr
Selected topics in Health Sciences. Requires special permission. Variable title and 1 to 9 variable credit hours.

HSC 450 Ethical Consider Care of Aging 3 cr
This course offers a critical exploration of ethical issues encountered across the human lifespan, emphasizing the application of ethical principles in various healthcare scenarios. Through critical investigation and analysis, students will examine the moral complexities faced by healthcare professionals and develop a framework for ethical decision-making that can be applied in diverse settings and circumstances.

HSC 501 Foundations of Social Determinants of Health and Health Disparities 2 cr
This course will prepare students to work effectively in a multicultural society where healthcare professionals engage with individuals from diverse backgrounds. Students will gain foundational theoretical knowledge and develop the practical skills necessary to identify and explore the social determinants of health and health disparities.

HSC 502 Social Determinants of Health and Health Disparities in Population Health 2 cr
This course will prepare students to further examine population-focused health disparities by relating their origin and continuation to political, socioeconomic, environmental, and systemic factors. Students will reflect on the responsibility to provide culturally competent care as an expression of their professional values and work will emphasize forming an evidence-based foundation for knowledge, attitude, and skill transformation that can reduce the incidence of suboptimal outcomes among certain groups through improved policy, clinical decision-making, and cross-cultural interactions with clients.

HSC 503 Current Issues and Trends in Social Determinants of Health and Health Disparities 2 cr
This course will focus on issues and trends involving social determinants of health and health disparities. Students will reflect on current and critical topics and engage in online discussions about how these topics impact healthcare. The course provides a broader perspective of emerging issues and trends through interactive activities and community-based projects

HSC 504 Leadership and Change Management Advancing Social Determinants of Health and Health Disparities 2 cr
This course will focus on leading and influencing change and fostering inclusive climates at the organizational and community level.

HSC 510 IPT for TI-IBH Primary Care 1 cr
This didactic course continues to prepare Trauma-Informed Behavioral Healthcare students to assess, diagnose, and manage healthcare needs of individuals with Trauma across the lifespan in both behavioral health and primary care settings. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis incorporating trauma-informed care. Students apply evidence-based approaches to health promotion and care management of health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered healthcare.

HSC 511 IPT Telehealth Deliv TI-IBH 1 cr
This didactic course continues to prepare Trauma-Informed Behavioral Healthcare students to assess, diagnose, and manage healthcare needs of individuals with Trauma across the lifespan in both behavioral health and primary care settings. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis incorporating trauma-informed care. Students apply evidence-based approaches to health promotion and care management of health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered healthcare.

HSC 512 TI-MI in IBH Seminar 1 cr
The purpose of this culminating didactic course is to prepare Trauma-Informed Behavioral Healthcare students for transition into advanced nursing practice. Emphasis is placed on synthesizing theoretical, clinical, and scientific knowledge to critically evaluate issues and trends in Trauma-Informed care. Focus includes use of Motivational Interviewing (MI), integration of diagnostic reasoning and evidence-based treatment approaches, as well as collaboration and communication within interdisciplinary teams. Additional attention is given to professional role development, holistic and culturally inclusive care, and the analysis of emerging challenges in health care delivery systems.

HSC 520 Foundations of Cardiovascular Care for Advanced Practice 2 cr
The purpose of this course is to prepare the Cardiovascular Advanced Practice Provider student to identify and implement appropriate holistic, person-centered, and culturally inclusive health promotion and disease prevention strategies in adult-gerontological individuals with cardiovascular disease in the primary and acute care setting. Emphasis is placed on social determinants of health, health promotion, disease prevention, and related health issues with collaborative, team-based strategic planning at the primary, secondary, and tertiary levels of prevention to improve individual outcomes. Special topics include lifestyle and behavioral change strategies, pathophysiology, assessment, diagnosis, and management for common cardiovascular conditions. Issues relevant to the advanced practice role in cardiovascular care are explored

HSC 521 Advanced Cardiovascular Concepts I 2 cr
This didactic course continues to prepare Cardiovascular Advanced Practice Provider students to assess, diagnose, and manage healthcare needs of adult-gerontological individuals in the primary and acute care settings. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of cardiac arrhythmias, cardiomyopathies, and heart failure. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered care
Prerequisite: (HSC 520 Minimum Grade of C)

HSC 522 Advanced Cardiovascular Concepts II 2 cr
This didactic course continues to prepare Cardiovascular Advanced Practice Provider students to assess, diagnose, and manage healthcare needs of adult-gerontological individuals in the primary and acute care settings. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of acute coronary syndromes, cardiovascular critical illness, chronic coronary disease, and valvular heart disease. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered care.
Prerequisite: (HSC 520 Minimum Grade of C and HSC 521 Minimum Grade of C)

HSC 523 Advanced Cardiovascular Concepts III 2 cr
This didactic course continues to prepare Cardiovascular Advanced Practice Provider students to assess, diagnose, and manage healthcare needs of adult-gerontological individuals in the primary and acute care settings. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of congenital heart disease, pericardial disease, and vascular disease. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered care
Prerequisite: (HSC 520 Minimum Grade of C and HSC 521 Minimum Grade of C and HSC 522 Minimum Grade of C)

HSC 571 Managing Healthcare Personnel 3 cr
This course offers a comprehensive exploration of frameworks and strategies for managing healthcare personnel in complex organizations. Students will engage with advanced human resource management principles focusing on leadership, communication, relationship management diversity, legal and ethical principles, workforce planning and maintenance.

HSC 573 Resp Prescrib Common Used Drug 1 cr
This course allows the student to become familiar with most-prescribed drugs in several areas including cardiac, respiratory, psychiatric, endocrine and gastrointestinal medicine. The student will examine use of commonly-prescribed agents in diverse patient populations, focusing on drug selection, dosing, laboratory values and follow-up. Additionally, the process of drug development will be studied, so that the student may become familiar with rationales for drugs coming to market, pricing, and ethical use.
Prerequisite: NU 578 Minimum Grade of C

HSC 580 OUD/SUD Prevention/Screening 2 cr
This initial didactic course continues to prepare Substance Use Disorder (SUD) students to assess, diagnose, and manage healthcare needs related to SUD prevention and screening in integrated SUD treatment health care and telehealth settings across the lifespan. Emphasis is placed on synthesizing and integrating healthcare professional science and related disciplines to support sound clinical judgement and the development of differential diagnosis for SUD treatment. Students apply evidence- communities, and interprofessional teams are emphasized to deliver advanced-level person-centered healthcare

HSC 581 OUD/SUD Assessment/Treatment 2 cr
The purpose of this didactic course is to continue to prepare Substance Use Disorder (SUD) students to assess, diagnose, and manage healthcare needs related to SUD assessment and treatment in integrated health care and telehealth settings across the lifespan in SUD treatment settings. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis for SUD treatment. Students apply evidence-based approaches to health promotion and care management of SUD treatment health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered healthcare.

HSC 582 OUD/SUD Recovery/Sys Practice 2 cr
The purpose of this culminating didactic course is to prepare the Substance Use Disorder (SUD) students for transition into advanced healthcare practice. Emphasis is placed on synthesizing theoretical, clinical, and scientific knowledge to critically evaluate issues and trends for assessing, diagnosing, and managing healthcare needs related to SUD recovery-oriented systems of care in integrated health care and telehealth settings across the lifespan in SUD. Focus includes integration of diagnostic reasoning and evidence-based treatment approaches, as well as collaboration and communication within interdisciplinary teams within recovery-oriented systems of care. Additional attention is given to professional role development, holistic and culturally inclusive care, and the analysis of emerging challenges in health care delivery systems.

HSC 585 Study Abroad Public Healthcare 3 cr
The purpose of this course for the undergraduate/graduate student is to develop an improved understanding of culture, to recognize any cultural practices that affect health care and other professions, and to incorporate this understanding into the provision of care.

HSC 590 Special Topics 1-6 cr
Study of topics significant to the health professions. Content varies and may be repeated.

HSC 595 Evidence Basd Lipid Practice 2 cr
This course serves as a foundational course in the Clinical Lipidology Subspecialty program. The purpose of this didactic course is to prepare the Clinical Lipid Specialist student to evaluate CVD epidemiology, cardiometabolic risk, and evidence based lipid practice in those with selected health care needs across the lifespan.

HSC 596 Adv Vascular Biology 2 cr
This course serves as a foundational course in the Clinical Lipidology Subspecialty program. The purpose of this didactic course is to prepare the Clinical Lipid Specialist student to evaluate lipoprotein metabolism and vascular biology in those with selected health care needs across the lifespan.

HSC 597 Adv Pharm Complex Dyslipidemia 2 cr
This course serves as a foundational course in the Clinical Lipidology Subspecialty program. The purpose of this didactic course is to prepare the Clinical Lipid Specialist student to evaluate advanced pharmacologic options in treating those with selected health care needs across the lifespan.
Prerequisite: (HSC 595 Minimum Grade of C and HSC 596 (may be taken concurrently) Minimum Grade of C)

HSC 598 Diag/Mgt C-plex Dyslipidemia 2 cr
This course serves as a final course in the Clinical Lipidology Subspecialty program. The purpose of this didactic course is to prepare the Clinical Lipid Specialist student to evaluate and manage complex dyslipidemia in those with selected health care needs across the lifespan.
Prerequisite: HSC 597 Minimum Grade of C

HSC 603 Assmnt Vulnerable Populations 1 cr
This online interdisciplinary course will implement evidence based and collaborative models to assess the needs of vulnerable populations who have multiple physical needs such as those evidenced by adults, elders, and returning veterans with multiple chronic illnesses and/or acute injury. The student will synthesize, critique, and apply evidence to improve patient care outcomes. The student will work in groups to complete an assessment of need for vulnerable patient populations.
Prerequisite: HSC 602 Minimum Grade of C
Corequisite: AHN 595, AHN 596

HSC 690 Special Topics- 1-9 cr
Study of health professional topics at the doctoral level. Credit hours will vary based on student need and depth of course subject matter. Content will vary and may be repeated up to 9 credits. Requires special permission.

Maternal Child Nursing (MCN)

MCN 352 OB & GYN Nursing Care 2 cr
Analysis of theories, concepts, evidence, and issues and trends in professional nursing care of the obstetric or gynecologic client and their families. Emphasis on the use of the nursing process and other systematic approaches to plan, implement, and evaluate health promotion and maintenance activities, illness care, and rehabilitation with individuals and families in various stages of pregnancy and childbirth, a well as the gynecologic care of women in a variety of acute and community settings.
Prerequisite: (NU 300 Minimum Grade of C and NU 301 Minimum Grade of C)
Corequisite: MCN 353

MCN 353 OB & GYN Nsg Care Clinical 2 cr
The purpose of this course is to provide students the opportunity to engage in clinical practice with obstetric and gynecologic clients and their families. Emphasis is on the role of the professional nurse in the application of concepts and theories related to health promotion and maintenance, illness care and rehabilitation with obstetric and gynecologic clients.
Prerequisite: (NU 300 Minimum Grade of C and NU 301 Minimum Grade of C)
Corequisite: MCN 352

MCN 353B Obstetric & Gynecologic Nursing Care Clinical 2 cr
The purpose of this course is to provide students the opportunity to engage in clinical practice with obstetric and gynecologic clients and their families. Emphasis is on the role of the professional nurse in the application of concepts and theories related to health promotion and maintenance, illness care and rehabilitation with obstetric and gynecologic clients.

MCN 354 Pediatric Nursing Care 2 cr
Analysis of theories, concepts, evidence, and issues and trends in professional nursing care of the pediatric client and their family. Emphasis on the use of the nursing process and other systematic approaches to plan, implement, and evaluate health promotion and maintenance activities, illness care, and rehabilitation with clients and families in various stages of development.
Prerequisite: (NU 300 Minimum Grade of C and NU 301 Minimum Grade of C)
Corequisite: MCN 355

MCN 355 Pediatric Nsg Care Clinical 2 cr
The purpose of this course is to provide students the opportunity to engage in clinical practice with the pediatric client and their family. Emphasis is on the role of the professional nurse in the application of concepts and theories related to health promotion and maintenance, illness care, and rehabilitation of clients and families in various stages of development.
Prerequisite: (NU 300 Minimum Grade of C and NU 301 Minimum Grade of C)
Corequisite: MCN 354

MCN 355B Pediatric Nursing Care Clinical 2 cr
The purpose of this course is to provide students the opportunity to engage in clinical practice with the pediatric client and their family. Emphasis is on the role of the professional nurse in the application of concepts and theories related to health promotion and maintenance, illness care, and rehabilitation of clients and families in various stages of development.

MCN 538 Intro to Women's Health NP 3 cr
This introductory didactic course prepares Women's Health Nurse Practitioner students to assess, diagnose, and manage healthcare needs of individuals from adolescence through adulthood in the primary care and women's health setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis in primary care and gynecological care. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: NU 545 (may be taken concurrently) Minimum Grade of C and NU 518 (may be taken concurrently) Minimum Grade of C
Corequisite: MCN 541

MCN 540 Women's Hlth NP Cl Progression 1-4 cr
The purpose of this progression practicum is to facilitate student independence in the Women's Health Nurse Practitioner role. The focus is on the application and synthesis of knowledge and skills acquired in all previous courses and to develop the necessary skills to progress to the next level of competency in the Women's Health Nurse Practitioner role.

MCN 541 HPDP Women's Health NP 2 cr
The purpose of this course is to prepare the Women's Health Nurse Practitioner student to identify and implement appropriate holistic, person-centered, and culturally inclusive health promotion and disease prevention strategies for adolescent through adult individuals in the primary care and women's health setting. Emphasis is placed on social determinants of health, health promotion, disease prevention, and related health issues with collaborative, team-based strategic planning at the primary, secondary, and tertiary levels of prevention to improve individual outcomes. Special topics include lifestyle and behavioral change strategies, health screening guidelines, and transgender/gender diverse care. Issues relevant to the advanced practice role in Women's Health Care are explored.
Corequisite: MCN 538

MCN 542 Women's Health NP I 3 cr
This didactic course continues to prepare Women's Health Nurse Practitioner students to assess, diagnose, and manage healthcare needs of individuals from adolescence through adulthood in the women's health care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of gynecological and obstetrical disorders. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: MCN 538 Minimum Grade of C and NU 578 (may be taken concurrently) Minimum Grade of C
Corequisite: MCN 543

MCN 543 Women's Health NP Pract I 3 cr
The purpose of this practicum course is to provide opportunities for Women's Health Nurse Practitioner students to apply advanced nursing practice concepts in selected clinical settings with individuals from adolescence through adulthood. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also include attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: NU 578 Minimum Grade of C
Corequisite: MCN 542

MCN 544 Women's Health NP II 3 cr
This didactic course continues to prepare Women's Health Nurse Practitioner students to assess, diagnose, and manage healthcare needs of adolescence through adulthood in the women's health setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis in the high risk obstetrical patient. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: MCN 542 Minimum Grade of C
Corequisite: MCN 545

MCN 545 Women's Health NP Pract II 3 cr
The purpose of this practicum course is to provide opportunities for Women's Health Nurse Practitioner students to continue refining the advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with individuals from adolescence through adulthood. Focus areas include diagnostic reasoning, clinical judgement, collaboration, informatics, advocacy, quality improvement, and effective communication with interprofessional teams, as well as ethical practice, accountability, and professionalism. Practicum experiences include attention to holistic, person-centered, and culturally inclusive care.
Corequisite: MCN 544

MCN 546 Women's Health NP Prac III 4 cr
The purpose of this culminating practicum course is to provide opportunities for Women's Health Nurse Practitioner students to continue refining advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with individuals from adolescence through adulthood. Emphasis is on the application and synthesis of knowledge and skills acquired in all previous courses, including advanced diagnostic reasoning, clinical judgement, communication, collaboration, informatics, advocacy, quality improvement, ethical practice, accountability, professionalism, and leadership. Practicum experiences prepare students to deliver innovative, holistic, and culturally inclusive care individuals from adolescence through adulthood in complex practice settings.
Prerequisite: MCN 544 Minimum Grade of C and NU 608 (may be taken concurrently) Minimum Grade of C and NU 607 (may be taken concurrently) Minimum Grade of C
Corequisite: MCN 547

MCN 547 Women's Health NP III 3 cr
The purpose of this culminating didactic course is to prepare the Women's Health Nurse Practitioner student for transition into advanced nursing practice. Emphasis is placed on synthesizing theoretical, clinical, and scientific knowledge to critically evaluate issues and trends in women's health care. Focus includes integration of diagnostic reasoning and evidence-based treatment approaches, as well as collaboration and communication within interdisciplinary teams. Additional attention is given to professional role development, holistic and culturally inclusive care, and the analysis of emerging challenges in health care delivery systems.
Prerequisite: NU 607 (may be taken concurrently) Minimum Grade of C and NU 608 (may be taken concurrently) Minimum Grade of C and NU 610 (may be taken concurrently) Minimum Grade of C and NU 613 (may be taken concurrently) Minimum Grade of C
Corequisite: MCN 546

MCN 548 Intro to Ped Primary Care NP 3 cr
This introductory didactic course prepares Pediatric Nurse Practitioner students to assess, diagnose, and manage healthcare needs of pediatric individuals from birth to adolescence in the primary care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of fetal/perinatal care, newborn, genetics, respiratory, gastrointestinal, genitourinary, integumentary and atopy. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care. Additional topics explored in the course include immunizations, growth and development considerations, and collaboration with the family unit.
Prerequisite: NU 545 (may be taken concurrently) Minimum Grade of C and NU 518 (may be taken concurrently) Minimum Grade of C
Corequisite: MCN 551

MCN 551 HPDP Pediatric Primary Care NP 2 cr
The purpose of this course is to prepare the Pediatric Primary Care Nurse Practitioner student to identify and implement appropriate holistic, person-centered, and culturally inclusive health promotion and disease prevention strategies for pediatric individuals from birth to adolescence in the primary care setting. Emphasis is placed on social determinants of health, health promotion, and disease prevention and related health issues with collaborative, team-based with strategic planning at the primary, secondary, and tertiary levels of prevention to improve individual outcomes. Special topics include lifestyle and behavioral change strategies, developmental theories and milestones, anticipatory guidance, immunizations, nutrition, sleep, and caregiver education. Issues relevant to the advanced practice role in Pediatric Primary Care are explored.
Corequisite: MCN 548

MCN 552 Pediatric Prim Care NP I 3 cr
This didactic course continues to prepare Pediatric Nurse Practitioner students to assess, diagnose, and manage healthcare needs of pediatric individuals from birth to adolescence in the primary care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of infectious diseases, endocrine, metabolic, neurologic, cardiovascular, and hematologic systems. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care. Additional topics explored in the course include immunizations, growth and development considerations, and collaboration with the family unit.
Prerequisite: MCN 548 Minimum Grade of C and NU 578 (may be taken concurrently) Minimum Grade of C
Corequisite: MCN 553

MCN 553 Ped Prim Care NP Prac I 3 cr
The purpose of this practicum course is to provide opportunities for Pediatric Primary Care Nurse Practitioner students to apply advanced nursing practice concepts in selected clinical settings with pediatric individuals from birth to adolescence. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also include attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: NU 578 Minimum Grade of C
Corequisite: MCN 552

MCN 554 Pediatric Primary Care NP II 3 cr
This didactic course continues to prepare Pediatric Nurse Practitioner students to assess, diagnose, and manage healthcare needs of pediatric individuals from birth to adolescence in the primary care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of topics in adolescent health, sports injuries, musculoskeletal topics, and mental health. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care. Additional topics explored in the course include immunizations, growth and development considerations (especially related to adolescents), sports injuries, and collaboration with the family unit.
Prerequisite: MCN 552 Minimum Grade of C
Corequisite: MCN 555

MCN 555 Ped Prim Care NP Prac II 3 cr
The purpose of this practicum course is to provide opportunities for Pediatric Primary Care Nurse Practitioner students to continue refining the advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with pediatric individuals from birth to adolescence. Focus areas include diagnostic reasoning, clinical judgement, collaboration, informatics, advocacy, quality improvement, and effective communication with interprofessional teams, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce communication techniques for adolescent patients appropriate to the Pediatric Primary Care Nurse Practitioner role, with attention to holistic, person-centered, and culturally inclusive care.
Corequisite: MCN 554

MCN 556 Ped Prim Care NP Pract III 4 cr
The purpose of this culminating practicum course is to provide opportunities for Pediatric Primary Care Nurse Practitioner students to continue refining advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with pediatric individuals from birth to adolescence. Emphasis is on the application and synthesis of knowledge and skills acquired in all previous courses, including advanced diagnostic reasoning, clinical judgement, communication, collaboration, informatics, advocacy, quality improvement, ethical practice, accountability, professionalism, and leadership. Practicum experiences prepare students to deliver innovative, holistic, and culturally inclusive care for pediatric individuals from birth to adolescence in complex practice settings.
Prerequisite: MCN 554 Minimum Grade of C and NU 608 (may be taken concurrently) Minimum Grade of C and NU 607 (may be taken concurrently) Minimum Grade of C
Corequisite: MCN 557

MCN 557 Pediatric Primary Care NP III 3 cr
The purpose of this culminating didactic course is to prepare the Pediatric Primary Care Nurse Practitioner student for transition into advanced nursing practice. Emphasis is placed on synthesizing theoretical, clinical, and scientific knowledge to critically evaluate issues and trends in pediatric care. Focus includes integration of diagnostic reasoning and evidence-based treatment approaches, as well as collaboration and communication within interdisciplinary teams. Additional attention is given to professional role development, holistic and culturally inclusive care, and the analysis of emerging challenges in health care delivery systems.
Prerequisite: NU 607 (may be taken concurrently) Minimum Grade of C and NU 608 (may be taken concurrently) Minimum Grade of C and NU 610 (may be taken concurrently) Minimum Grade of C and NU 613 (may be taken concurrently) Minimum Grade of C
Corequisite: MCN 556

MCN 558 Intro Pediatric Acute Care NP 3 cr
This introductory didactic course prepares Acute Care Pediatric Nurse Practitioner students to assess, diagnose, and manage healthcare needs of pediatric individuals in an acute care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of the advanced practice role, professionalism, developmental, genetic, HEENT, musculoskeletal, procedures, Gastrointestinal, GU, dermatology, endocrine, renal and electrolytes. Students apply evidence-based approaches to health promotion and care management of acute health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care Additional topics explored in the course include immunizations, growth and development considerations, and collaboration with the family unit.
Prerequisite: NU 518 (may be taken concurrently) Minimum Grade of C and NU 545 (may be taken concurrently) Minimum Grade of C
Corequisite: MCN 571

MCN 561 Peds Acute NP Clin Progression 1-4 cr
This course provides an opportunity for the Acute Care Pediatric Nurse Practitioner student to apply more clinical time so as to master clinical concepts and improve competence before moving on to the subsequent term, or in their last clinical course before graduation.

MCN 562 Pediatric Acute Care NP I 3 cr
This didactic course continues to prepare Acute Care Pediatric Nurse Practitioner students to assess, diagnose, and manage healthcare needs of pediatric individuals in a primary and acute care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of cardiology, respiratory, allergy, infectious disorders, rheumatology, and immunology. Students apply evidence-based approaches to health promotion and care management of acute health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: MCN 558 Minimum Grade of C and NU 578 (may be taken concurrently) Minimum Grade of C and MCN 571 Minimum Grade of C
Corequisite: MCN 563

MCN 563 Ped Acute Care NP Prac I 3 cr
The purpose of this practicum course is to provide opportunities for Acute Care Pediatric Nurse Practitioner students to apply advanced nursing practice concepts in selected clinical settings with pediatric individuals. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce cardiology, respiratory, allergy, infectious disorders, rheumatology, and immunology with attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: NU 578 Minimum Grade of C
Corequisite: MCN 562

MCN 564 Pediatric Acute Care NP II 3 cr
This didactic course continues to prepare Acute Care Pediatric Nurse Practitioner students to assess, diagnose, and manage healthcare needs of pediatric individuals in acute care settings. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis hematology, hematology-oncology, emergencies, neurology, pain/sedation, medical and surgical emergencies appropriate to the Acute Care Pediatric NP role. Students apply evidence-based approaches to health promotion and care management of acute and critical health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: MCN 562 Minimum Grade of C and MCN 563 Minimum Grade of C
Corequisite: MCN 565

MCN 565 Ped Acute Care NP Prac II 3 cr
The purpose of this practicum course is to provide opportunities for Acute Care Pediatric Nurse Practitioner students to continue refining the advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in specialty clinical settings with pediatric individuals Focus areas include diagnostic reasoning, clinical judgement, collaboration, informatics, advocacy, quality improvement, and effective communication with interprofessional teams, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce hematology, hematology-oncology, emergencies, neurology, pain/sedation, medical and surgical emergencies appropriate to the Acute Care Pediatric NP role, with attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: MCN 562 Minimum Grade of C and MCN 563 Minimum Grade of C
Corequisite: MCN 564

MCN 566 Ped Acute Care NP Pract III 4 cr
The purpose of this culminating practicum course is to provide opportunities forAcute Care Pediatric Nurse Practitioner students to continue refining advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with pediatric individuals in intensive care settings. Emphasis is on the application and synthesis of knowledge and skills acquired in all previous courses, including advanced diagnostic reasoning, clinical judgement, communication, collaboration, informatics, advocacy, quality improvement, ethical practice, accountability, professionalism, and leadership. Practicum experiences also highlight behavioral health, toxicology, environmental exposures, trauma/burns, pain/sedation, child maltreatment, and palliative/end of life care, preparing students to deliver innovative, holistic, and culturally inclusive pediatric care in complex practice settings.
Prerequisite: MCN 564 Minimum Grade of C and MCN 565 Minimum Grade of C or NU 607 (may be taken concurrently) Minimum Grade of C or NU 608 (may be taken concurrently) Minimum Grade of C or NU 610 (may be taken concurrently) Minimum Grade of C or NU 613 (may be taken concurrently) Minimum Grade of C
Corequisite: MCN 567

MCN 567 Pediatric Acute Care NP III 3 cr
The purpose of this culminating didactic course is to prepare the Acute Care Pediatric Nurse Practitioner student for transition into advanced nursing practice. Emphasis is placed on synthesizing theoretical, clinical, and scientific knowledge to critically evaluate issues and trends in acute pediatric care. Focus includes integration of diagnostic reasoning and evidence-based treatment approaches, as well as collaboration and communication within interdisciplinary teams. Additional attention is given to professional role development, holistic and culturally inclusive care, and the analysis of emerging challenges in health care delivery systems. Additional topics explored in the course include resuscitation and advanced life support.
Prerequisite: NU 607 (may be taken concurrently) Minimum Grade of C and NU 608 (may be taken concurrently) Minimum Grade of C and NU 610 (may be taken concurrently) Minimum Grade of C and NU 613 (may be taken concurrently) Minimum Grade of C and MCN 564 Minimum Grade of C and MCN 565 Minimum Grade of C
Corequisite: MCN 566

MCN 568 Intro to Neonatal NP 3 cr
This introductory didactic course prepares Neonatal Nurse Practitioner students to assess, diagnose, and manage healthcare needs of neonates from birth to age two covering the delivery room, all levels of inpatient neonatal care, transport teams, outpatient and acute care settings. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis of respiratory, cardiovascular, and genetic disorders. Students apply evidence-based approaches to health promotion and care management of primary, acute, chronic and critical care health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care. Additional topics explored in the course include perinatal assessment, high risk OB, effects of maternal diseases on the neonate, pharmacology, and physical assessment.
Prerequisite: NU 545 (may be taken concurrently) Minimum Grade of C and NU 518 (may be taken concurrently) Minimum Grade of C
Corequisite: MCN 571

MCN 571 HPDP NNP/Peds Acute NP 2 cr
The purpose of this course is to prepare the Neonatal/Pediatric Acute Care Nurse Practitioner student to identify and implement appropriate holistic, person-centered, and culturally inclusive health promotion and disease prevention strategies for the neonate to age 21 years in the primary and acute care setting. Emphasis is placed on social determinants of health, health promotion, disease prevention, and related health issues with collaborative, team-based strategic planning at the primary, secondary, and tertiary levels of prevention to improve individual outcomes. Special topics include lifestyle and behavioral change strategies, developmental theories and milestones, anticipatory guidance, immunizations, nutrition, sleep, and caregiver education. Issues relevant to the advanced practice role in Neonatal and Pediatric Acute Care are explored.

MCN 572 Neonatal NP I 3 cr
This didactic course continues to prepare Neonatal Nurse Practitioner students to assess, diagnose, and manage healthcare needs of neonates from birth to age two in primary, acute, chronic, and critical care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis renal, immune, GI, and hematologic disorders. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care. Additional topics explored in the course include pathophysiology and epidemiology underlying acute and chronic health problems.
Prerequisite: MCN 568 Minimum Grade of C and NU 578 (may be taken concurrently) Minimum Grade of C
Corequisite: MCN 573

MCN 573 Neonatal NP Pract I 3 cr
The purpose of this practicum course is to provide opportunities for Neonatal Nurse Practitioner students to apply advanced nursing practice concepts in selected clinical settings with neonates from birth to age two. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also include attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: NU 578 Minimum Grade of C
Corequisite: MCN 572

MCN 574 Neonatal NP II 3 cr
This didactic course continues to prepare Neonatal Nurse Practitioner students to assess, diagnose, and manage healthcare needs of neonates from birth to age two in primary, acute, chronic, and critical care setting Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis endocrine and neurologic disorders. Students apply evidence-based approaches to health promotion and care management of acute and chronic health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: MCN 572 Minimum Grade of C
Corequisite: MCN 575

MCN 575 Neonatal NP Prac II 3 cr
The purpose of this practicum course is to provide opportunities for Neonatal Nurse Practitioner students to continue refining the advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with neonates from birth to age two. Focus areas include diagnostic reasoning, clinical judgement, collaboration, informatics, advocacy, quality improvement, and effective communication with interprofessional teams, as well as ethical practice, accountability, professionalism, and culturally diverse care.
Corequisite: MCN 574

MCN 576 Neonatal NP Pract III 4 cr
The purpose of this culminating didactic course is to prepare the Neonatal Nurse Practitioner student for transition into advanced nursing practice. Emphasis is placed on synthesizing theoretical, clinical, and scientific knowledge to critically evaluate issues and trends in neonatal care. Focus includes integration of diagnostic reasoning and evidence-based treatment approaches, as well as collaboration and communication within interdisciplinary teams. Additional attention is given to professional role development, holistic and culturally inclusive care, and the analysis of emerging challenges in health care delivery systems.
Prerequisite: MCN 574 Minimum Grade of C and NU 607 (may be taken concurrently) Minimum Grade of C and NU 608 (may be taken concurrently) Minimum Grade of C
Corequisite: MCN 577

MCN 577 Neonatal NP III 3 cr
The purpose of this culminating didactic course is to prepare the Neonatal Nurse Practitioner student for transition into advanced nursing practice to care for neonates from birth to age two in primary, acute, chronic, and critical care setting. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis for integumentary and musculoskeletal disorders. Emphasis is placed on synthesizing theoretical, clinical, and scientific knowledge to critically evaluate issues and trends in neonatal care. Focus includes integration of diagnostic reasoning and evidence-based treatment approaches, as well as collaboration and communication within interdisciplinary teams. Additional attention is given to professional role development, holistic and culturally inclusive care, and the analysis of emerging challenges in health care delivery systems.
Prerequisite: NU 607 (may be taken concurrently) Minimum Grade of C and NU 608 (may be taken concurrently) Minimum Grade of C and NU 610 (may be taken concurrently) Minimum Grade of C and NU 613 (may be taken concurrently) Minimum Grade of C
Corequisite: MCN 576

MCN 578 Neonatal NP Clin Progression 1-4 cr
The purpose of this culminating course is to provide a preceptor-faculty supervised experience in the Neonatal Nurse Practitioner role with a focus on the application and synthesis of knowledge and skills acquired in all previous courses.

MCN 581 Peds Primary NP Cl Progression 1-4 cr
The purpose of this progression practicum is to facilitate student independence in the Pediatric Primary Care Nurse Practitioner role. The focus is on the application and synthesis of knowledge and skills acquired in all previous courses and to develop the necessary skills to progress to the next level of competency in the Pediatric Primary Care Nurse Practitioner role.

MCN 604 Pediatric Acute Care NP PP&D 3 cr
This course assists the Pediatric Acute Care Nurse Practitioner DNP student to finalize selection of a topic or phenomenon of interest applicable to the development of a doctoral synthesis project. The course will address all aspects of project planning and development for the Pediatric Acute Care Nurse Practitioner students' incorporation of well-built questions, search strategies and outcomes, identification of resources needed, and a plan for evaluation and dissemination of a scholarly doctoral project.
Prerequisite: (NU 607 Minimum Grade of C and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and NU 611 Minimum Grade of C)

MCN 617 Pediatric Acute Care NP Res I 3 cr
Theories of leadership, motivation, power, and organizational change serve as guiding frameworks to influence and sustain transformation within health care systems. This course introduces the foundational implementation of evidence-based clinical models designed to advance quality and promote positive patient and organizational outcomes. Doctor of Nursing Practice (DNP) students will critically appraise, synthesize, and apply evidence to support and strengthen clinical practice and organizational initiatives. Within this mentored and supervised experience, students will collaborate with their primary faculty advisor to refine and initiate the implementation of their scholarly doctoral project, aimed at advancing their selected practice focus. Through structured engagement and expanded practice authority, students will demonstrate mastery of the DNP competencies and begin translating scholarship into meaningful practice change.
Prerequisite: MCN 604 Minimum Grade of S and NU 615 (may be taken concurrently) Minimum Grade of C

MCN 618 Pediatric Acute Care NP Res II 3 cr
This course provides DNP students with the opportunity to implement and evaluate their scholarly doctoral project, demonstrating integration of all DNP competencies within a systems-based framework. Guided by a faculty facilitator, students will engage in evidence-based practice change, collect and analyze outcome data, and evaluate the impact of their interventions on clinical or organizational performance. Emphasis is placed on leadership in practice transformation, interprofessional collaboration, and preparation for dissemination of findings through scholarly and professional venues to advance nursing practice and improve health outcomes.
Prerequisite: MCN 617 Minimum Grade of C and NU 616 (may be taken concurrently) Minimum Grade of C

MCN 619 Pediatric Acute Cre NP Res III 3 cr
This final course in the DNP residency series provides students with the opportunity to complete the implementation, evaluation, and dissemination of their scholarly doctoral project while demonstrating mastery of all Doctor of Nursing Practice (DNP) competencies. Guided by core faculty and the faculty advisor, students will apply advanced leadership, clinical, and analytical skills to implement a quality improvement, evidence-based systems change initiative within their chosen practice setting. The course emphasizes the translation of evidence into sustainable practice change, evaluation of project outcomes, and integration of findings into organizational and population health improvement efforts. Students will disseminate the outcomes of their scholarly project to the University of South Alabama College of Nursing community as well as to local, state, or national professional audiences through presentations, abstracts, and manuscripts. By the conclusion of the course, students will demonstrate readiness to assume leadership roles in advancing nursing science, influencing health policy, and transforming health care systems to improve patient and population outcomes.
Prerequisite: MCN 618 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C

MCN 644 Women's Health NP PP&D 3 cr
This course assists the Women's Health Nurse Practitioner DNP student to finalize selection of a topic or phenomenon of interest applicable to the development of a doctoral synthesis project. The course will address all aspects of project planning and development for the Women's Health Nurse Practitioner students' incorporation of well-built questions, search strategies and outcomes, identification of resources needed, and a plan for evaluation and dissemination of a scholarly doctoral project.
Prerequisite: (NU 607 Minimum Grade of C and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and NU 611 Minimum Grade of C)

MCN 645 Women's Health NP Residency I 3 cr
Theories of leadership, motivation, power, and organizational change serve as guiding frameworks to influence and sustain transformation within health care systems. This course introduces the foundational implementation of evidence-based clinical models designed to advance quality and promote positive patient and organizational outcomes. Doctor of Nursing Practice (DNP) students will critically appraise, synthesize, and apply evidence to support and strengthen clinical practice and organizational initiatives. Within this mentored and supervised experience, students will collaborate with their primary faculty advisor to refine and initiate the implementation of their scholarly doctoral project, aimed at advancing their selected practice focus. Through structured engagement and expanded practice authority, students will demonstrate mastery of the DNP competencies and begin translating scholarship into meaningful practice change.
Prerequisite: MCN 644 Minimum Grade of S and NU 615 (may be taken concurrently) Minimum Grade of C

MCN 646 Women's Health NP Residency II 3 cr
This course provides DNP students with the opportunity to implement and evaluate their scholarly doctoral project, demonstrating integration of all DNP competencies within a systems-based framework. Guided by a faculty facilitator, students will engage in evidence-based practice change, collect and analyze outcome data, and evaluate the impact of their interventions on clinical or organizational performance. Emphasis is placed on leadership in practice transformation, interprofessional collaboration, and preparation for dissemination of findings through scholarly and professional venues to advance nursing practice and improve health outcomes.
Prerequisite: MCN 645 Minimum Grade of C and NU 616 (may be taken concurrently) Minimum Grade of C

MCN 647 Women's Health NP Res III 3 cr
This final course in the DNP residency series provides students with the opportunity to complete the implementation, evaluation, and dissemination of their scholarly doctoral project while demonstrating mastery of all Doctor of Nursing Practice (DNP) competencies. Guided by core faculty and the faculty advisor, students will apply advanced leadership, clinical, and analytical skills to implement a quality improvement, evidence-based systems change initiative within their chosen practice setting. The course emphasizes the translation of evidence into sustainable practice change, evaluation of project outcomes, and integration of findings into organizational and population health improvement efforts. Students will disseminate the outcomes of their scholarly project to the University of South Alabama College of Nursing community as well as to local, state, or national professional audiences through presentations, abstracts, and manuscripts. By the conclusion of the course, students will demonstrate readiness to assume leadership roles in advancing nursing science, influencing health policy, and transforming health care systems to improve patient and population outcomes.
Prerequisite: MCN 646 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C

MCN 654 Pediatric Primary Care NP PP&D 3 cr
This course assists the Pediatric Primary Care Nurse Practitioner DNP student to finalize selection of a topic or phenomenon of interest applicable to the development of a doctoral synthesis project. The course will address all aspects of project planning and development for the Pediatric Primary Care Nurse Practitioner students' incorporation of well-built questions, search strategies and outcomes, identification of resources needed, and a plan for evaluation and dissemination of a scholarly doctoral project.
Prerequisite: (NU 607 Minimum Grade of C and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and NU 611 Minimum Grade of C)

MCN 655 Ped Prim Care NP Residency I 3 cr
Theories of leadership, motivation, power, and organizational change serve as guiding frameworks to influence and sustain transformation within health care systems. This course introduces the foundational implementation of evidence-based clinical models designed to advance quality and promote positive patient and organizational outcomes. Doctor of Nursing Practice (DNP) students will critically appraise, synthesize, and apply evidence to support and strengthen clinical practice and organizational initiatives. Within this mentored and supervised experience, students will collaborate with their primary faculty advisor to refine and initiate the implementation of their scholarly doctoral project, aimed at advancing their selected practice focus. Through structured engagement and expanded practice authority, students will demonstrate mastery of the DNP competencies and begin translating scholarship into meaningful practice change.
Prerequisite: MCN 654 Minimum Grade of S and NU 615 (may be taken concurrently) Minimum Grade of C

MCN 656 Ped Primary Care NP Res II 3 cr
This course provides DNP students with the opportunity to implement and evaluate their scholarly doctoral project, demonstrating integration of all DNP competencies within a systems-based framework. Guided by a faculty facilitator, students will engage in evidence-based practice change, collect and analyze outcome data, and evaluate the impact of their interventions on clinical or organizational performance. Emphasis is placed on leadership in practice transformation, interprofessional collaboration, and preparation for dissemination of findings through scholarly and professional venues to advance nursing practice and improve health outcomes.
Prerequisite: MCN 655 Minimum Grade of C and NU 616 (may be taken concurrently) Minimum Grade of C

MCN 657 Ped Primary Care NP Res III 3 cr
This final course in the DNP residency series provides students with the opportunity to complete the implementation, evaluation, and dissemination of their scholarly doctoral project while demonstrating mastery of all Doctor of Nursing Practice (DNP) competencies. Guided by core faculty and the faculty advisor, students will apply advanced leadership, clinical, and analytical skills to implement a quality improvement, evidence-based systems change initiative within their chosen practice setting. The course emphasizes the translation of evidence into sustainable practice change, evaluation of project outcomes, and integration of findings into organizational and population health improvement efforts. Students will disseminate the outcomes of their scholarly project to the University of South Alabama College of Nursing community as well as to local, state, or national professional audiences through presentations, abstracts, and manuscripts. By the conclusion of the course, students will demonstrate readiness to assume leadership roles in advancing nursing science, influencing health policy, and transforming health care systems to improve patient and population outcomes.
Prerequisite: MCN 656 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C

MCN 674 Neonatal NP PP&D 3 cr
This course assists the Neonatal Nurse Practitioner DNP student to finalize selection of a topic or phenomenon of interest applicable to the development of a doctoral synthesis project. The course will address all aspects of project planning and development for the Neonatal Nurse Practitioner students' incorporation of well-built questions, search strategies and outcomes, identification of resources needed, and a plan for evaluation and dissemination of a scholarly doctoral project.
Prerequisite: (NU 607 Minimum Grade of C and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and NU 611 Minimum Grade of C)

MCN 675 NNP Residency I 3 cr
Theories of leadership, motivation, power, and organizational change serve as guiding frameworks to influence and sustain transformation within health care systems. This course introduces the foundational implementation of evidence-based clinical models designed to advance quality and promote positive patient and organizational outcomes. Doctor of Nursing Practice (DNP) students will critically appraise, synthesize, and apply evidence to support and strengthen clinical practice and organizational initiatives. Within this mentored and supervised experience, students will collaborate with their primary faculty advisor to refine and initiate the implementation of their scholarly doctoral project, aimed at advancing their selected practice focus. Through structured engagement and expanded practice authority, students will demonstrate mastery of the DNP competencies and begin translating scholarship into meaningful practice change.
Prerequisite: MCN 674 Minimum Grade of S and NU 615 (may be taken concurrently) Minimum Grade of C

MCN 676 NNP Residency II 3 cr
This course provides DNP students with the opportunity to implement and evaluate their scholarly doctoral project, demonstrating integration of all DNP competencies within a systems-based framework. Guided by a faculty facilitator, students will engage in evidence-based practice change, collect and analyze outcome data, and evaluate the impact of their interventions on clinical or organizational performance. Emphasis is placed on leadership in practice transformation, interprofessional collaboration, and preparation for dissemination of findings through scholarly and professional venues to advance nursing practice and improve health outcomes.
Prerequisite: MCN 675 Minimum Grade of C and NU 616 (may be taken concurrently) Minimum Grade of C

MCN 677 NNP Residency III 3 cr
This final course in the DNP residency series provides students with the opportunity to complete the implementation, evaluation, and dissemination of their scholarly doctoral project while demonstrating mastery of all Doctor of Nursing Practice (DNP) competencies. Guided by core faculty and the faculty advisor, students will apply advanced leadership, clinical, and analytical skills to implement a quality improvement, evidence-based systems change initiative within their chosen practice setting. The course emphasizes the translation of evidence into sustainable practice change, evaluation of project outcomes, and integration of findings into organizational and population health improvement efforts. Students will disseminate the outcomes of their scholarly project to the University of South Alabama College of Nursing community as well as to local, state, or national professional audiences through presentations, abstracts, and manuscripts. By the conclusion of the course, students will demonstrate readiness to assume leadership roles in advancing nursing science, influencing health policy, and transforming health care systems to improve patient and population outcomes.
Prerequisite: MCN 676 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C

Nursing (NU)

NU 101 Freshman Seminar in Nursing 2 cr
The purpose of this course is to introduce the unique requirements and opportunities of professional nursing to beginning students who have declared nursing as their major and are considering nursing as a major. The course focuses on the value of higher education as a base for a career in nursing and develops an awareness of activities and support services available within the University to enhance student success. Academic rules and regulations and policies related to admission, progression, and graduation in the University and College are discussed.

NU 300 Foundations of Prof Nsg 5 cr
The purpose of the course is to provide students the opportunity to appraise theories, concepts, evidence, issues and trends in promoting the health of an adult-gerontological population experiencing commonly occurring health care needs. Emphasis is on the use of the nursing process and other systematic approaches to assess, plan, implement, and evaluate health promotion and maintenance activities, illness care, and rehabilitation with adults in a variety of acute and community settings.
Prerequisite: (NU 325 Minimum Grade of C and NU 327 Minimum Grade of C and NU 311 Minimum Grade of C and HSC 343 (may be taken concurrently) Minimum Grade of C and HSC 342 (may be taken concurrently) Minimum Grade of C)
Corequisite: NU 301

NU 301 Foundations of Prof Nsg Clin 3 cr
The purpose of the course is for students to apply concepts and theories related to health promotion and maintenance, illness care, and rehabilitation with an adult-gerontology population experiencing commonly occurring health care needs. Emphasis is the role of the professional nurse and on the use of the nursing process with an adult-gerontology population in a variety of acute and community-based settings.
Prerequisite: (NU 325 Minimum Grade of C and NU 327 Minimum Grade of C and NU 311 Minimum Grade of C and HSC 342 (may be taken concurrently) Minimum Grade of C and HSC 343 (may be taken concurrently) Minimum Grade of C)
Corequisite: NU 300

NU 302 Essentials of Professional Nsg 4 cr
The purpose of this course is to provide an overview of pathophysiology, pharmacology, clinical skills assessment, and medication administration. The course focuses on the responsibility of the professional nurse in ensuing quality and safety.
Prerequisite: (NU 325 (may be taken concurrently) and NU 311 (may be taken concurrently) and NU 327 (may be taken concurrently) and HSC 343 (may be taken concurrently))

NU 303 Essen of Medical-Surgical Nsg 4 cr
The purpose of this course is to provide an overview of pathophysiology, pharmacology, clinical skills assessment, and medication administration within the medical-surgical nursing environment. The course focuses on the responsibility of the professional nurse in ensuring quality and safety in providing medical-surgical care for diverse populations across the lifespan.

NU 304 Evidence Based Practice NU- W 3 cr
The purpose of this course is to introduce evidence-based practice (EBP), including the basic components of the research process to the undergraduate nursing student. Emphasis within the course is on evaluation of research relevant to nursing practice, and the implications of its application to care provided to the patient. Implications of research and EBP are examined, including the roles of clinical expertise, ethics, and patient values and preferences. This course requires professional component standing. This is a writing (W) course. NU 304 Course Objective Changes 1. Demonstrate foundational understanding of the research process, theory, and evidence-based practice process. 2. Integrate evidence into clinical practice by applying ethical and legal implications of research and using a systematic approach to evidence-based practice processes. 3. Evaluate evidence relevant to nursing practice. 4. Integrate professional writing standards in nursing research and evidence-based practice.

NU 305 Essen of OB/Peds/Psych Nsg 4 cr
The purpose of this course is to provide an overview of pathophysiology, pharmacology, clinical skills assessment, and medication administration within specialty areas of foci including the maternal, child, and mental health settings. The course focuses on the responsibility of the professional nurse in ensuring quality and safety in providing specialty care to women and children, and to those with mental health needs across the lifespan.

NU 306 Essentials of Adult Geron Nsg 4 cr
The purpose of this course is to provide an overview of pathophysiology, pharmacology, clinical skills assessment, and medication administration within the adult gerontological nursing environment. The course focuses on the responsibility of the professional nurse in ensuring quality and safety in providing care for diverse populations across the adult lifespan.

NU 307 Concepts of Profess Nsg Pract 4 cr
The purpose of this course is to provide an opportunity for students to remediate on practice accountability or professionalism in order to be successful post-graduation. The course focuses on the responsibility of the professional nurse in ensuring quality and safety in providing care to diverse populations across the lifespan, interacting as a member of an interdisciplinary health care team, and demonstrating accountability for personal actions within the professional practice environment.

NU 311 Clinical Nursing Skills 3 cr
The purpose of this course is to provide students the opportunity to acquire basic nursing care skills. The emphasis is on the responsibilities of the professional nurse in ensuring quality and safety. Students are introduced to simulation as an approach to sharpen clinical reasoning and communication skills in a safe environment. Prerequisites: Admission or special permission of instructor.
Corequisite: NU 325

NU 311B Clinical Nursing Skills 3 cr
The purpose of this course is to provide students the opportunity to acquire basic nursing care skills. The emphasis is on the responsibilities of the professional nurse in ensuring quality and safety. Students are introduced to simulation as an approach to sharpen clinical reasoning and communication skills in a safe environment. Prerequisites: Admission or special permission of instructor.

NU 325 Health Assessment 3 cr
The purpose of the course is to provide students the opportunity to acquire basic nursing assessment skills. The emphasis is on the assessment skills of the whole person, including physical, psychological, sociocultural, and spiritual aspects of persons from all stages of life. Students will learn skills associated with obtaining a health history and performing health assessments across the lifespan. Prerequisite: Admission to professional component or special permission of instructor.
Corequisite: NU 311

NU 325B Health Assessment 3 cr
The purpose of the course is to provide students the opportunity to acquire basic nursing assessment skills. The emphasis is on the assessment skills of the whole person, including physical, psychological, sociocultural, and spiritual aspects of persons from all stages of life. Students will learn skills associated with obtaining a health history and performing health assessments across the lifespan. Prerequisite: Admission to professional component or special permission of instructor. Restricted to students in the RN to BSN program.
Corequisite: NU 311
Cross-Listed: NU 325

NU 327 Patho Basis of Nursing 3 cr
The purpose of the course is to provide students the opportunity to acquire the theory and evidence applicable to the physiology and alterations in physiology of individuals across the lifespan. The emphasis of this course is alterations in cardiovascular, pulmonary, genitourinary, gastrointestinal, immune, neurological, musculoskeletal, and endocrine systems. Prerequisite: Admission to professional component or special permission of instructor.
Prerequisite: (NU 311 (may be taken concurrently) Minimum Grade of C and NU 325 (may be taken concurrently) Minimum Grade of C)

NU 327B Patho Basis of Nursing 3 cr
The purpose of the course is to provide students the opportunity to acquire the theory and evidence applicable to the physiology and alterations in physiology of individuals across the lifespan. The emphasis of this course is alterations in cardiovascular, pulmonary, genitourinary, gastrointestinal, immune, neurological, musculoskeletal, and endocrine systems. Prerequisite: Admission to professional component or special permission of instructor. Restricted to students in the RN to BSN program.

NU 332 Clinical Nutrition 2 cr
The purpose of this course is to provide students the opportunity to acquire nutritional theory and evidence required for health promotion and disease prevention of individuals across the lifespan.
Prerequisite: (NU 325 Minimum Grade of C and NU 327 Minimum Grade of C and NU 311 Minimum Grade of C and HSC 343 Minimum Grade of C and HSC 342 Minimum Grade of C and NU 300 (may be taken concurrently) Minimum Grade of C and NU 301 (may be taken concurrently) Minimum Grade of C)

NU 390 Sp Top - 1-8 cr
Study of a significant topic or problem in Nursing and the Health Professions. This course may be repeated for a total of four credits. Requires special permission.

NU 394 Directed Study - 1-4 cr
Individual study in a nursing area chosen in consultation with instructor. Requires special permission.

NU 395 Study Abroad Cultural Exp 9 cr
The purpose of this course for the undergraduate student is to develop an improved understanding of culture, Leininger's theory of Diversity and Universality, to recognize any cultural practices that affect health care, to incorporate this understanding into the provision of care. Culture will be examined through writing, cultural experiences, through collaboration. The course is underpinned by Dr. Leininger's definition of culture and her theory of culture care.

NU 405 Transition to Registered Nursing Practice 2 cr
Building on previous knowledge and experience in the practical nursing role, this course will prepare Licensed Practicum Nurses (LPN) to transition to the baccalaureate-prepared registered nursing (RN) role through critical analysis of the relationship between leadership, policy advocacy, and membership within the interdisciplinary healthcare team. Students will also examine how nursing theory guides professional practice. Students will build confidence in professional nursing roles including leader, advocate, and caregiver to deliver inclusive, person-centered, trauma-informed healthcare in a diverse society.
Prerequisite: AHN 447 Minimum Grade of C
Corequisite: NU 460

NU 412 Dec Making Prof Nsg Practice 3 cr
This course focuses on continuing the leadership development of the student within the context of providing professional nursing care to patients and families across the lifespan. Decision-making, delegation, and motivation competencies are emphasized.
Prerequisite: (CMN 420 (may be taken concurrently) Minimum Grade of C and CMN 421 (may be taken concurrently) Minimum Grade of C and AHN 447 Minimum Grade of C and AHN 448 Minimum Grade of C and NU 414 (may be taken concurrently) Minimum Grade of C)
Corequisite: NU 460

NU 414 Issues & Trends Healthcare -W 3 cr
The purpose of this web based course is to provide students the opportunity to integrate leadership roles and functions, management strategies, current issues and trends affecting nursing and health care and continued professional development, into a personal lifelong learning plan. Emphasis is on the professional nurse as a leader in improving patient care and cost effectiveness of health care and the development of a current nursing workforce. National interest areas such as patient safety, policy, patient centered care, and the process for quality improvement are primary focuses.
Prerequisite: (AHN 447 (may be taken concurrently) Minimum Grade of C and AHN 448 (may be taken concurrently) Minimum Grade of C and NU 304 Minimum Grade of C)

NU 450 Lead/Mang Roles Prof Nsg Pra-W 4 cr
The purpose of this course is the continued development of conceptual and practical knowledge of professional nursing leadership and management roles in a complex adaptive healthcare system. Content includes but is not limited to: management, systems leadership, professional values, personal vs organizational philosophy, quality improvement, and performance appraisal. Other topics related to professional nursing include social, political, legal, and ethical issues.

NU 451 Current Issues/Trends Prof Nsg 4 cr
Current issues and trends affecting nursing and healthcare in society will be reviewed. Emphasis will be on the development of professional nursing contributions to the changing healthcare environment. Content includes but is not limited to: Issues in the healthcare environment including social, legal, ethical, safety and political.
Prerequisite: (NU 450 (may be taken concurrently) Minimum Grade of C)

NU 452 Clinical Preven & Pop Health 4 cr
Theoretical concepts related to healthcare promotion/disease prevention to improve health at individual, family, and population level in the global community. Content includes but is not limited to: health behaviors, health literacy, at-risk populations, genetics, chronic illness, socioeconomic status, environmental exposures, ethics, advocacy, social justice, civic responsibility and strategies of risk reduction and improvement in disparities in outcomes are evaluated and applied to population health.
Prerequisite: (NU 450 (may be taken concurrently) Minimum Grade of C)

NU 453 Infor Manag & Tech in Hlthcare 4 cr
This course will prepare Registered Nurse students to recognize the critical role of information management and patient care technology in identifying technological solutions to enhance delivery of quality patient care and outcomes. Content includes but is not limited to: nurse sensitive indicators (assessment, pathophysiology), safety, ethical and legal aspects.
Prerequisite: NU 450 Minimum Grade of C

NU 454 Research & EBP Practicum-W 4 cr
This course allows Registered Nurse students to analyze basics research process and methodology. Students will complete direct and indirect clinical care experiences, identify practice issues, levels of evidence, identify and synthesize evidence, and propose practice initiatives by participating in quality improvement in a variety of diverse healthcare or community systems. Content includes but is not limited to: organizational models, change theory, critical thinking, ethical, legal and political influences. *Practice integrated experience - develop a quality improvement initiative to address a system or community health need or problem. This is a direct and indirect clinical course.
Prerequisite: (NU 450 Minimum Grade of C and NU 451 Minimum Grade of C and NU 452 (may be taken concurrently) Minimum Grade of C and NU 453 (may be taken concurrently) Minimum Grade of C and NU 455 (may be taken concurrently) Minimum Grade of C) or EH 102 Minimum Grade of C or EH 105 Minimum Grade of C

NU 455 Concept Interprofessional Care 4 cr
Develop skills to support communication and collaboration among healthcare professionals and delivery of safe, high quality patient care. Focus on applying current Interprofessional Education Collaborative (IPEC) competencies, including collaborative strategies and resource management in complex healthcare systems.
Prerequisite: NU 450 Minimum Grade of C

NU 460 Practicum 5-6 cr
This course provides a culminating, in-depth clinical learning experience in a selected area of nursing practice. The leadership, management, and caregiver roles of the professional nurse with patients and their families in a selected area of nursing practice is emphasized. Students are assigned to nurse preceptors and with faculty guidance focused on leadership and management, and application of the nursing process, theories, concepts, issues and trends in caring for patients in a variety of preceptorship placements in acute and community settings.
Prerequisite: (AHN 447 Minimum Grade of C and AHN 448 Minimum Grade of C and CMN 420 (may be taken concurrently) Minimum Grade of C and CMN 421 (may be taken concurrently) Minimum Grade of C and NU 414 (may be taken concurrently) Minimum Grade of C)
Corequisite: NU 412

NU 490 Special Topics 9 cr
Study of a significant topic or problem in nursing and the health professions. This course may be repeated for a total of four credits. Requires special permission.

NU 496 Service Abroad Hlth Related EX 9 cr
This is a service learning course that will culminate in select communities in the international setting Emphasis is on providing culturally competent care by providing and immersion experience.

NU 499 NU Honors Senior Project 1-6 cr
The purpose of the course is to provide students the opportunity to investigate scholarly undergraduate research, service-learning, or study abroad experiences resulting in development of the written honors thesis. Nursing Honors Program. Requires special permission.
Prerequisite: HON 301 (may be taken concurrently) Minimum Grade of D

NU 500 Explore Culture Sexual Assault 2 cr
The purpose of this course is to provide nursing students an in-depth exploration of forensic nursing concepts and principles related to caring for the victim and survivor of sexual violence from a population health care perspective with a cultural emphasis. A spectrum of compassionate care incorporating cultural understanding and respect that is cognizant from assault to post trauma aftermath including life-long sequelae and its prevention is utilized. Prevention and health promotion models of care within the context of transcultural global health priorities are reviewed. Forensic nursing concepts and principles related to caring for the victim of sexual violence from a culturally congruent population healthcare perspective across the lifespan are explored including compassionate continued care post-sexual assault.

NU 503 Trauma Care Sexual Assault Vic 2 cr
The purpose of this course is to expand the graduate nursing student's knowledge of trauma, particularly sexual trauma. The focus is on examining ongoing threats to safety among individuals, communities, and witnesses to trauma. The course will facilitate students to create policy initiatives, community service activities, and to become violence prevention advocates. The student will understand NP leadership in collaboration with SART, professional nurse testimony and participation in the legal process to empower victims, decrease revictimization, and ensure social justice and healthcare access to the victim, suspect, witness and communities impacted by sexual violence.
Prerequisite: NU 500 Minimum Grade of C

NU 504 Adv Pharm Care Post Assault 2 cr
The purpose of this course is to examine the pharmacological principles and the current treatment modalities of post-sexual assault care.
The focus is the selection and monitoring of drug therapy of sexual assault victims throughout the the lifespan and across post trauma disease processes. Motivational patient education and follow-up to incentivize adherence and prevent complications will be explored using the pathology of infectious and communicable disease, psychosocial science, pediatric growth and development, and the legal systems as its framework.
Prerequisite: NU 500 Minimum Grade of C

NU 505 Sup Care Comorbid Post Assault 2 cr
The purpose of this course is to increase the graduate student's knowledge of the victim/survivor's response to trauma, particularly sexual trauma. The focus is on examining the behavioral, psychological, and physiologic response of victims/survivors across the lifespan with consideration of gender and socio-cultural factors. The emphasis is on patient centered care and includes a multidisciplinary team approach to developing individualized plans of care to facilitate restorative healing for victims/survivors of sexual trauma.
Prerequisite: NU 500 (may be taken concurrently) Minimum Grade of C

NU 506 EBP & Informatics Prof Nurses 4 cr
This course assists students who have completed Registered Nurse training to apply principles of evidence-based practice (EBP) and informatics to modern nursing practice issues. The focus of the course is on the application, interpretation, and incorporation of research principles to promote improvement of health care outcomes. Emphasis is on critical appraisal of research and use of data in quality improvement.

NU 507 Leadership & Management Roles 4 cr
This course assists students who have completed Registered Nurse training to development conceptual and practical knowledge of professional nursing leadership and management roles in a complex adaptive healthcare system. The focus of the course is on nursing roles related to management, system leadership, professional values, personal vs organizational philosophy, quality improvement, and performance appraisal. Social, political, legal, and ethical issues surrounding professional nursing leadership will be evaluated.

NU 508 Clinical Prevention & Pop Hlth 4 cr
The purpose of this graduate course for Registered Nurse students is to promote knowledge and understanding of theoretical concepts related to the professional nurses' role in population health promotion. Emphasis will be on healthcare promotion/disease prevention to improve health at individual, family, and population levels in the global community. Content related to health behaviors, health literacy, at-risk populations, genetics, chronic illness, socioeconomic status, environmental exposures, ethics, advocacy, social justice, civic responsibility and strategies of risk reduction and improvement in disparities in outcomes are evaluated and applied by the registered nurse to population health will be a focus.

NU 509 Bioethics Advan Practice Nsg 1 cr
This course examines bioethical topics that emerge in contemporary health care and explores the socio-political, legal, technological, and economic variables that contribute to these issues. Students will gain understanding of ethical and legal concepts and apply the principles in advanced nursing practice

NU 510 Addictions Practicum I 1 cr
The purpose of this initial practicum course is to provide opportunities for Substance Use Disorder (SUD) Nurse students to apply advanced nursing practice concepts to assess, diagnose, and manage healthcare needs related to SUD in integrated health care and telehealth settings across the lifespan in SUD treatment clinical settings. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce prevention, screening, assessment, diagnosing, and management/treatment including recovery care appropriate to the SUD nursing role, with attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: (HSC 580 (may be taken concurrently) Minimum Grade of C)

NU 511 Addictions Practicum II 2 cr
The purpose of this practicum course is to provide opportunities for Substance Use Disorder (SUD) Nurse students to continue refining advanced nursing practice concepts to assess, diagnose, and manage healthcare needs related to SUD in integrated health care and telehealth settings across the lifespan in SUD treatment clinical settings. Nurse Practitioner students continue refining the advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with SUD populations. Focus areas include diagnostic reasoning, clinical judgement, collaboration, informatics, advocacy, quality improvement, and effective communication with interprofessional teams, as well as ethical practice, accountability, and professionalism. Practicum experiences also continue to provide access to experiences related to prevention, screening, assessment, diagnosing, and management/treatment including recovery care appropriate to the SUD nursing role, with attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: (HSC 581 (may be taken concurrently) Minimum Grade of C)

NU 512 Addictions Practicum III 2 cr
The purpose of this culminating practicum course is to provide opportunities for Substance Use Disorder (SUD) Nurse students to continue refining advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with SUD populations. Emphasis is on the application and synthesis of knowledge and skills acquired in all previous courses, including advanced diagnostic reasoning, clinical judgement, communication, collaboration, informatics, advocacy, quality improvement, ethical practice, accountability, professionalism, and leadership. Practicum experiences also highlight experiences related to prevention, screening, assessment, diagnosing, and management/treatment including recovery care appropriate to the SUD nursing role, with attention to holistic, person-centered, and culturally inclusive care in complex practice settings.
Prerequisite: HSC 582 (may be taken concurrently) Minimum Grade of C

NU 513 Addictions Practicum IV 4 cr
The purpose of this optional culminating practicum course is to provide opportunities for Substance Use Disorder (SUD) Nurse students to continue refining advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with SUD populations. Emphasis is on the application and synthesis of knowledge and skills acquired in all previous courses, including advanced diagnostic reasoning, clinical judgement, communication, collaboration, informatics, advocacy, quality improvement, ethical practice, accountability, professionalism, and leadership. Practicum experiences also highlight experiences related to prevention, screening, assessment, diagnosing, and management/treatment including recovery care appropriate to the SUD nursing role, with attention to holistic, person-centered, and culturally inclusive care in complex practice settings.
Prerequisite: (NU 510 Minimum Grade of C and NU 511 Minimum Grade of C and NU 512 Minimum Grade of C and HSC 580 Minimum Grade of C and HSC 581 Minimum Grade of C and HSC 582 Minimum Grade of C)

NU 515 Clinical Concepts/CNS Role I 2 cr
The purpose of this didactic course is to introduce students to the Adult Geron Clinical Nurse Specialist role through synthesizing and applying the core competencies of the CNS. This course prepares students to assess, diagnose, and manage healthcare needs of adolescent, adult, and older adult patients across the continuum of healthcare services (from wellness through acute care). Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnoses of cardiovascular, pulmonary, and musculoskeletal health issues. Students apply evidence-based approaches to health promotion and care management of acute and chronic health conditions, with attention to holistic, patient-centered, and culturally inclusive care. Collaboration and communication principles are emphasized to deliver advanced nursing care with a focus on the patient, nurse, and system spheres of impact.
Prerequisite: NU 545 (may be taken concurrently) Minimum Grade of C and NU 578 (may be taken concurrently) Minimum Grade of C and NU 518 (may be taken concurrently) Minimum Grade of C and NU 608 (may be taken concurrently) Minimum Grade of C
Cross-Listed: AHN 515

NU 516 Clinical Concepts/CNS Role II 3 cr
This didactic course continues to prepare Adult Geron Clinical Nurse Specialist students to assess, diagnose, and manage healthcare needs of adolescent, adult, and older adult patients across the continuum of healthcare services (from wellness through acute care). Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnoses of endocrine, neurologic, gastrointestinal, renal, and genitourinary health issues. Students apply evidence-based approaches to health promotion and care management of acute and chronic health conditions, with attention to holistic, person-centered, and culturally inclusive care. Additional topics explored in this course include the CNS's influence on health care incorporating the perspectives of technology, social justice, fiscal stewardship, and patient advocacy.
Prerequisite: NU 515 Minimum Grade of C and AHN 516 Minimum Grade of C
Corequisite: AHN 517

NU 517 Clinical Concepts/CNS Role III 3 cr
The purpose of this culminating didactic course is to prepare the Adult Geron Clinical Nurse Specialist student for transition into advanced nursing practice. Emphasis is placed on synthesizing theoretical, clinical, and scientific knowledge to critically evaluate issues and trends in adult gerontology care. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnoses of hematology/oncology, immunology, infectious disease, integumentary, and psychosocial health issues. Focus includes integration of diagnostic reasoning and evidence-based treatment approaches, as well as collaboration and communication within interdisciplinary teams. The CNS spheres of impact are analyzed to identify problems, manage resources and fiscal outcomes, design and select therapeutic interventions, and evaluate products and devices for use with patients and health team members. Entrepreneurial opportunities within nursing are also addressed. Additional attention is given to professional role development, holistic and culturally inclusive care, and the analysis of emerging challenges in health care delivery systems.
Prerequisite: NU 516 Minimum Grade of C and AHN 517 Minimum Grade of C and NU 607 (may be taken concurrently) Minimum Grade of C and NU 610 (may be taken concurrently) Minimum Grade of C and NU 613 (may be taken concurrently) Minimum Grade of C
Corequisite: AHN 518

NU 518 Advanced Nursing and Health Assessment 3 cr
This course is designed to further develop the student's advanced knowledge and skills for obtaining and recording a systematic health history and advanced physical examination of individuals and families across the lifespan. The course involves synthesis and application of nursing, biologic, psychologic, and socio-cultural knowledge and theories in comprehensive health assessment for the purposes of health promotion, differential diagnosis, and development of health records. The central objective is the development of cognitive and clinical skills needed to provide comprehensive care to individuals of all ages in primary, secondary, and tertiary care settings.

NU 526 Trauma-Informed Integrated Behavioral Healthcare Practicum I 1 cr
The purpose of this practicum course is to provide opportunities for Trauma-Informed Behavioral Healthcare Nurse Practitioner students to apply advanced nursing practice concepts in selected clinical settings with Trauma across the lifespan in both behavioral health and primary care settings. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce individual and the system assessment of trauma appropriate to the Trauma-Informed Behavioral Healthcare role, with attention to holistic, person-centered, and culturally inclusive nursing care.
Prerequisite: (HSC 511 (may be taken concurrently) Minimum Grade of C)

NU 527 Trauma-Informed Integrated Behavioral Healthcare Practicum II 2 cr
The purpose of this practicum course is to provide opportunities for Trauma-Informed Behavioral Healthcare Nurse Practitioner students to continue refining the advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with Trauma across the lifespan in both behavioral health and primary care settings. Focus areas include diagnostic reasoning, clinical judgement, collaboration, informatics, advocacy, quality improvement, and effective communication with interprofessional teams, as well as ethical practice, accountability, and professionalism. Practicum experiences also include individual and systems evaluation of trauma appropriate to the Trauma-Informed Behavioral Healthcare role, with attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: (NU 526 Minimum Grade of C and HSC 510 (may be taken concurrently) Minimum Grade of C and HSC 511 Minimum Grade of C)

NU 528 Trauma-Informed Integrated Behavioral Healthcare Practicum III 2 cr
The purpose of this culminating practicum course is to provide opportunities for Trauma-Informed Behavioral Healthcare Nurse Practitioner students to continue refining advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with Trauma across the lifespan in both behavioral health and primary care settings. Emphasis is on the application and synthesis of knowledge and skills acquired in all previous courses, including advanced diagnostic reasoning, clinical judgement, communication, collaboration, informatics, advocacy, quality improvement, ethical practice, accountability, professionalism, and leadership. Practicum experiences include recommendations to the system for trauma care, preparing students to deliver innovative, holistic, and culturally inclusive care Trauma-Informed Behavioral Healthcare in complex practice settings.
Prerequisite: (NU 526 Minimum Grade of C and NU 527 Minimum Grade of C and HSC 511 Minimum Grade of C and HSC 510 Minimum Grade of C and HSC 512 (may be taken concurrently) Minimum Grade of C)

NU 535 Clin Ldr Role & Competencies 3 cr
The purpose of this courses is to explore the role and function of the clinical nurse leader. The course focuses on the implementation of the role which will vary across settings and facilities. The emphasis is on evidenced-based practice and knowledge and skills that the CNL role requires for successful enactment of the role.
Prerequisite: NU 607 Minimum Grade of C and NU 518 (may be taken concurrently) Minimum Grade of C and NU 545 (may be taken concurrently) Minimum Grade of C and NU 578 (may be taken concurrently) Minimum Grade of C
Corequisite: NU 536

NU 536 Clin Nurse Ldr Pract I 5 cr
The purpose of this first of two capstone Clinical Nurse Leader courses is to provide students an in-depth preceptor-based clinical experience in a selected area of nursing practice. The focus of the course is on the CNL as caregiver, leader, and care manager. Emphasis is on the application of the nursing process, theories, concepts, research, issues and trends in providing care in complex patient situations and managing the care of a group of patients.
Prerequisite: (NU 607 Minimum Grade of C and NU 578 Minimum Grade of C)
Corequisite: NU 535

NU 537 Clin Nurse Leader Synthesis 3 cr
The purpose of this culminating synthesis course for the CNL role is provide students an opportunity to analyze and evaluate actual CNL practice patterns. The course focuses on continuing to build the students competencies in clinical decision making, problem identification, resource management, and outcome measurement for a selected patient population at the point of care. The emphasis is on working with patients and health team members from diverse cultural and ethnic background, accountability for coordination, delegation and supervision of care within a multidisciplinary team.
Prerequisite: (NU 535 Minimum Grade of C and NU 536 Minimum Grade of C) and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and NU 607 Minimum Grade of C
Corequisite: NU 538

NU 538 Clinical Nrse Ldr Prac II 4 cr
The purpose of this second of two capstone Clinical Nurse Leader courses is to provide students an immersion experience in the CNL role in a selected area of nursing practice. The focus of the course is to further develop CNL competencies with emphasis on team leading and building, advocacy, communication, resource and outcomes management, and evidenced based practice.
Prerequisite: NU 535 Minimum Grade of C and NU 536 Minimum Grade of C
Corequisite: NU 537

NU 539 Intro to Nursing Informatics 3 cr
The purpose of this course is to provide the student an introduction to nursing informatics and the evolving importance of the application and evaluation of information technology in nursing and health care. The emphasis of the course is to provide the students the expertise and knowledge to function effectively in the modern health care information technology (IT) environment.

NU 545 Physio-Patho Basis of Adv Nsg 3 cr
The purpose of this course is to provide the advanced practice nurse with knowledge of normal physiology and alterations in physiology in individuals across the life span. The focus is theory and research applicable to organ systems and cellular events. Emphasis is on regulatory and compensatory functions in health and in pathophysiological conditions.

NU 552 Health Information Systems and Support 3 cr
This course focuses on the design and management of electronic medical record systems and clinical decision support systems. Course content related to electronic medical record systems includes architectural components, technical design issues, and management, and content related to clinical decision support systems includes decision support roles, extracting useful information from data, and legal and regulatory restrictions.

NU 553 Administrative Concepts 2 cr
The purpose of this course is to examine concepts, theories and current trends in healthcare administration. The focus is the identification of leadership and management strategies in the management of physical, financial, and human resources in healthcare systems. Emphasis is placed on organizational leadership and management theories, ethical and legal issues, human resource management, and teamwork and collaboration to meet the health care needs of vulnerable populations in culturally diverse communities.
Prerequisite: (NU 607 Minimum Grade of C and NU 539 Minimum Grade of C and NU 555 Minimum Grade of C and ISC 555 Minimum Grade of C and NU 558 Minimum Grade of C and NU 559 Minimum Grade of C)
Corequisite: NU 554

NU 554 Resource Manag Field Study 1 cr
The purpose of the supervised field study activity is to provide the student with a clinical experience to investigate the purpose and structure of a health care agency in the community. The course focus is on administration and resource management in health care organizations. Emphasis within the course is placed on the synthesis of the knowledge acquired in previous courses.
Prerequisite: (NU 607 Minimum Grade of C and NU 539 Minimum Grade of C and NU 555 Minimum Grade of C and ISC 555 Minimum Grade of C and NU 558 Minimum Grade of C and NU 559 Minimum Grade of C)
Corequisite: NU 553

NU 555 Systems Analysis and Design in Nursing Informatics 3 cr
The purpose of this course is to build upon current competencies in nursing informatics to prepare the student for nursing informatics practice. Students will begin to understand the concepts of systems analysis and design and incorporate the system development life cycle and project management principles
Prerequisite: (NU 539 Minimum Grade of C)

NU 556 Informatics & Qual Care Improv 3 cr
The purpose of this course is to focus on quality improvement models and methods that will use client outcome measures across a broad range of healthcare settings. Emphasis will be placed on quality improvement methods and their relationships with current healthcare systems, using informatics tools as a solution.
Prerequisite: NU 607 Minimum Grade of C and NU 539 Minimum Grade of C and ISC 555 Minimum Grade of C and NU 555 Minimum Grade of C and NU 565 (may be taken concurrently) Minimum Grade of C
Corequisite: NU 557

NU 557 Clinical Informatics Pract I 2 cr
This clinical course allows students to integrate concepts and theories in clinical informatics in selected health care settings. This practicum offers students an opportunity to work closely with a health care vendor and integrate concepts/theories in clinical informatics. Additionally students will begin to learn how to configure and customize operating systems. Students will also begin to identify their site for Clinical Informatics Practicum II.
Prerequisite: NU 607 Minimum Grade of C and NU 539 Minimum Grade of C and NU 555 Minimum Grade of C and ISC 555 Minimum Grade of C and NU 565 (may be taken concurrently) Minimum Grade of c
Corequisite: NU 556

NU 558 Seminar in Nursing Informatics 3 cr
This course will provide students the opportunity to discover the responsibilities of the Nursing Informatics Specialist's role by applying legal/ethical concepts to selected case studies in a variety of situations.
Prerequisite: (NU 607 Minimum Grade of C and NU 610 (may be taken concurrently) Minimum Grade of C and NU 613 (may be taken concurrently) Minimum Grade of C and NU 608 Minimum Grade of C and NU 539 Minimum Grade of C and NU 555 Minimum Grade of C and ISC 555 Minimum Grade of C and NU 556 Minimum Grade of C and NU 557 Minimum Grade of C)
Corequisite: NU 559

NU 559 Clinical Informatics Pract II 2 cr
This clinical course allows students to integrate and apply informatics competencies in the nurse informatics specialty role while working closely with a guided preceptor. This role may take place within a variety of health care settings.
Prerequisite: (NU 607 Minimum Grade of C and NU 539 Minimum Grade of C and NU 555 Minimum Grade of C and ISC 555 Minimum Grade of C and NU 556 Minimum Grade of C and NU 557 Minimum Grade of C and NU 565 Minimum Grade of C)
Corequisite: NU 558

NU 560 Adm & Mgt for Adv Nsg Practice 3 cr
This course examines key concepts in nursing administration, focusing on managing physical, financial, and human resources in dynamic healthcare systems. Emphasis is placed on leadership, effective communication, and interprofessional collaboration to address the healthcare needs of culturally diverse populations.
Prerequisite: NU 607 (may be taken concurrently) Minimum Grade of C and NU 613 (may be taken concurrently) Minimum Grade of C

NU 561 Nursing Admin Concepts-Theory 3 cr
This course introduces the role of the nurse executive, focusing on key responsibilities and essential professional competencies. Emphasis is placed on the nurse executive's influence in shaping organizational strategy, improving patient outcomes, advancing population health, and driving cost-effective care within healthcare systems.
Corequisite: NU 566

NU 563 Exec Admin Clin Progression 1-4 cr
This progression practicum provides graduate nursing students with a faculty- and preceptor-guided immersion in executive practice within complex healthcare settings. The course emphasizes the integration and application of leadership theories, administrative principles, and evidence-based strategies to strengthen executive competencies. Students will engage in experiential learning to analyze organizational structures, regulatory requirements, and cultural dynamics, while demonstrating advanced leadership, strategic decision-making, and quality improvement skills.

NU 565 Nursing Administration Finance 3 cr
The purpose of this course is to introduce nurse administrators to healthcare financial management. The course focuses on reimbursement and expenditures for healthcare delivery. Emphasis within the course is placed on basic accounting, financial decision-making, statement analysis, & staffing plans.
Prerequisite: (NU 607 Minimum Grade of C and NU 539 Minimum Grade of C)

NU 566 Nursing Admin Field Study 4 cr
This first practicum course immerses students in a faculty and preceptor-guided clinical experience within a healthcare setting. The course focuses on developing and applying key leadership competencies essential to the nurse executive role. Students will integrate prior knowledge to navigate complex healthcare environments, make strategic decisions, and enhance organizational performance, with emphasis on leadership, team management, and advancing quality and safety initiatives.
Prerequisite: NU 565 Minimum Grade of C and NU 554 Minimum Grade of C and HSC 571 Minimum Grade of C
Corequisite: NU 561

NU 567 Nursing Admin Internship 3 cr
This practicum course immerses students in a healthcare setting, guided by faculty and preceptors, and bridges theory with practice. The course focuses on leadership competencies for nurse executives, including strategic decision-making and organizational leadership. Students will encounter real-world administrative challenges, develop evidence-based solutions, and demonstrates readiness for executive roles in healthcare organizations.
Prerequisite: NU 566 Minimum Grade of C and NU 539 Minimum Grade of C and NU 607 (may be taken concurrently) Minimum Grade of C and NU 608 (may be taken concurrently) Minimum Grade of C and NU 610 (may be taken concurrently) Minimum Grade of C and NU 613 (may be taken concurrently) Minimum Grade of C
Corequisite: NU 568

NU 568 Nursing Admin Seminar 3 cr
This course prepares students for advanced leadership roles as nurse executives by fostering the development of professional competencies essential for leading complex healthcare organizations. Emphasis is placed on strategic planning, governance structures, regulatory compliance, health policy, and the influence of political and economic forces on healthcare delivery. Students will also examine current issues and emerging trends shaping the practice environment, preparing them to drive innovation and lead organizational change.
Prerequisite: NU 539 Minimum Grade of C and NU 561 Minimum Grade of C and NU 566 Minimum Grade of C
Corequisite: NU 567

NU 570 Emergency NP I 2 cr
This didactic course prepares Emergency Nurse Practitioner students to assess, diagnose, and manage healthcare needs of the family/individual across the lifespan population with emergency care problems. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis. Students apply evidence-based approaches to health promotion and care management of chronic, acute, emergent, and life-threatening health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Corequisite: NU 571

NU 571 Emergency NP Practicum I 1-3 cr
The purpose of this practicum course is to provide opportunities for Emergency Nurse Practitioner students to apply advanced nursing practice concepts in selected clinical settings with the family/individual across the lifespan population with emergency care problems. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce topics appropriate to the Emergency Nurse Practitioner role, with attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: NU 578 Minimum Grade of C
Corequisite: NU 570

NU 572 Emergency NP II 2 cr
This didactic course continues to prepare Emergency Nurse Practitioner students to assess, diagnose, and manage healthcare needs of the family/individual across the lifespan population with emergency care problems. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis. Students apply evidence-based approaches to health promotion and care management chronic, acute, emergent, and life-threatening health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: NU 570 Minimum Grade of C and NU 571 Minimum Grade of C
Corequisite: NU 573

NU 573 Emergency NP Practicum II 1-3 cr
The purpose of this practicum course is to provide opportunities for Emergency Nurse Practitioner students to continue refining the advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with the family/individual across the lifespan population with emergency care problems. Focus areas include diagnostic reasoning, clinical judgement, collaboration, informatics, advocacy, quality improvement, and effective communication with interprofessional teams, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce topics appropriate to the Emergency Nurse Practitioner role, with attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: NU 570 Minimum Grade of C and NU 571 Minimum Grade of C
Corequisite: NU 572

NU 574 Emergency NP III 2 cr
This didactic course continues to prepare Emergency Nurse Practitioner students to assess, diagnose, and manage healthcare needs of the family/individual across the lifespan population with emergency care problems. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis. Students apply evidence-based approaches to health promotion and care management chronic, acute, emergent, and life-threatening health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: NU 570 Minimum Grade of C and NU 571 Minimum Grade of C and NU 572 Minimum Grade of C and NU 573 Minimum Grade of C
Corequisite: NU 575

NU 575 Emergency NP Practicum III 1-3 cr
The purpose of this practicum course is to provide opportunities for Emergency Nurse Practitioner students to continue refining the advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with the family/individual across the lifespan population with emergency care problems. Focus areas include diagnostic reasoning, clinical judgement, collaboration, informatics, advocacy, quality improvement, and effective communication with interprofessional teams, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce topics appropriate to the Emergency Nurse Practitioner role, with attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: NU 570 Minimum Grade of C and NU 571 Minimum Grade of C and NU 572 Minimum Grade of C and NU 573 Minimum Grade of C
Corequisite: NU 574

NU 576 Emergency NP IV 2 cr
The purpose of this culminating didactic course is to prepare the Emergency Nurse Practitioner student for transition into advanced nursing practice. Emphasis is placed on synthesizing theoretical, clinical, and scientific knowledge to critically evaluate issues and trends in the care of the family/individual across the lifespan population with emergency care problems. Focus includes integration of diagnostic reasoning and evidence-based treatment approaches, as well as collaboration and communication within Interdisciplinary teams. Additional attention is given to professional role development, holistic and culturally inclusive care, and the analysis of emerging challenges in health care delivery systems.
Prerequisite: NU 570 Minimum Grade of C and NU 571 Minimum Grade of C and NU 572 Minimum Grade of C and NU 573 Minimum Grade of C and NU 574 Minimum Grade of C and NU 575 Minimum Grade of C
Corequisite: NU 577

NU 577 Emergency NP Practicum IV 1-3 cr
The purpose of this culminating practicum course is to provide opportunities for Emergency Nurse Practitioner students to continue refining advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings for the family/individual across the lifespan population with emergency care problems. Emphasis is on the application and synthesis of knowledge and skills acquired in all previous courses, including advanced diagnostic reasoning, clinical judgement, communication, collaboration, informatics, advocacy, quality improvement, ethical practice, accountability, professionalism, and leadership. Practicum experiences also highlight various topics that prepare students to deliver innovative, holistic, and culturally inclusive care to the family/individual across the lifespan population and emergency care specialty in complex practice settings.
Prerequisite: NU 570 Minimum Grade of C and NU 571 Minimum Grade of C and NU 572 Minimum Grade of C and NU 573 Minimum Grade of C and NU 574 Minimum Grade of C and NU 575 Minimum Grade of C
Corequisite: NU 576

NU 578 Pharm Adv Practice Nurses 3 cr
The purpose of this course is to expand the pharmacological knowledge of the advanced practice nurse. The focus is the selection and monitoring of drug therapy for persons throughout the lifespan. Emphasis is on pharmacokinetics and pharmacotherapeutics of major drug classifications.
Prerequisite: NU 545 (may be taken concurrently) Minimum Grade of C

NU 580 Hlth Promo & Ds Prev/FNP/ENP 2 cr
The purpose of this course is to prepare the dual Family/Emergency Nurse Practitioner student to identify and implement appropriate holistic, person-centered, and culturally inclusive health promotion and disease prevention strategies to the family/individual across the lifespan population with specialization in emergency care. Emphasis is placed on social determinants of health, health promotion, disease prevention, and related health issues with collaborative, team-based strategic planning at the primary, secondary, and tertiary levels of prevention to improve individual outcomes. Special topics include lifestyle and behavioral change strategies and injury and disease prevention. Issues relevant to the family/individual across the lifespan population with specialization in emergency care are explored.

NU 581 Family/Emergency NP I 5 cr
This didactic course prepares dual Family/Emergency Nurse Practitioner students to assess, diagnose, and manage healthcare needs of the family/individual across the lifespan population with specialization in emergency care. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis. Students apply evidence-based approaches to health promotion and care management of chronic, acute, emergent, and life-threatening health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Corequisite: NU 582

NU 582 Family/Emerg NP Practicum I 2 cr
The purpose of this practicum course is to provide opportunities for dual Family/Emergency Nurse Practitioner students to apply advanced nursing practice concepts in selected clinical settings with the family/individual across the lifespan population with specialization in emergency care. Emphasis is on diagnostic reasoning, decision making, and the development of core cognitive and clinical skills needed for comprehensive health assessments, diagnoses, documentation, and evidence-based management plans, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce topics appropriate to the dual Family/Emergency Nurse Practitioner role, with attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: NU 578 Minimum Grade of C
Corequisite: NU 581

NU 583 Family/Emergency NP II 5 cr
This didactic course continues to prepare dual Family/Emergency Nurse Practitioner students to assess, diagnose, and manage healthcare needs of the family/individual across the lifespan population with specialization in emergency care. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis. Students apply evidence-based approaches to health promotion and care management chronic, acute, emergent, and life-threatening health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: NU 581 Minimum Grade of C and NU 582 Minimum Grade of C
Corequisite: NU 584

NU 584 Family/ Emerg NP Practicum II 4 cr
The purpose of this practicum course is to provide opportunities for dual Family/Emergency Nurse Practitioner students to continue refining the advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with the family/individual across the lifespan population with specialization in emergency care. Focus areas include diagnostic reasoning, clinical judgement, collaboration, informatics, advocacy, quality improvement, and effective communication with interprofessional teams, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce topics appropriate to the dual Family/Emergency Nurse Practitioner role, with attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: NU 581 Minimum Grade of C and NU 582 Minimum Grade of C
Corequisite: NU 583

NU 585 Family/Emergency NP III 5 cr
This didactic course continues to prepare dual Family/Emergency Nurse Practitioner students to assess, diagnose, and manage healthcare needs of the family/individual across the lifespan population with specialization in emergency care. Emphasis is placed on synthesizing and integrating nursing science and related disciplines to support sound clinical judgement and the development of differential diagnosis. Students apply evidence-based approaches to health promotion and care management chronic, acute, emergent, and life-threatening health problems, with attention to holistic, person-centered, and culturally inclusive care for individuals, families, and communities. Collaboration and communication with individuals, families, communities, and interprofessional teams are emphasized to deliver advanced-level person-centered nursing care.
Prerequisite: (NU 583 Minimum Grade of C and NU 584 Minimum Grade of C)
Corequisite: NU 586

NU 586 Family/Emerg NP Practicum III 4 cr
The purpose of this practicum course is to provide opportunities for dual Family/Emergency Nurse Practitioner students to continue refining the advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings with the family/individual across the lifespan population with specialization in emergency care. Focus areas include diagnostic reasoning, clinical judgement, collaboration, informatics, advocacy, quality improvement, and effective communication with interprofessional teams, as well as ethical practice, accountability, and professionalism. Practicum experiences also introduce topics appropriate to the dual Family/Emergency Nurse Practitioner role, with attention to holistic, person-centered, and culturally inclusive care.
Prerequisite: (NU 583 Minimum Grade of C and NU 584 Minimum Grade of C)
Corequisite: NU 585

NU 587 Family/Emergency NP IV 5 cr
The purpose of this culminating didactic course is to prepare the dual Family/Emergency Nurse Practitioner student for transition into advanced nursing practice. Emphasis is placed on synthesizing theoretical, clinical, and scientific knowledge to critically evaluate issues and trends in the care of the family/individual across the lifespan population with specialization in emergency care. Focus includes integration of diagnostic reasoning and evidence-based treatment approaches, as well as collaboration and communication within interdisciplinary teams. Additional attention is given to professional role development, holistic and culturally inclusive care, and the analysis of emerging challenges in health care delivery systems.
Prerequisite: NU 585 Minimum Grade of C and NU 586 Minimum Grade of C
Corequisite: NU 588

NU 588 Family/Emerg NP Practicum IV 4 cr
The purpose of this culminating practicum course is to provide opportunities for dual Family/Emergency Nurse Practitioner students to continue refining advanced nursing practice concepts of comprehensive health assessments, diagnoses, documentation, and evidence-based management plans in diverse clinical settings for the family/individual across the lifespan population with specialization in emergency care. Emphasis is on the application and synthesis of knowledge and skills acquired in all previous courses, including advanced diagnostic reasoning, clinical judgement, communication, collaboration, informatics, advocacy, quality improvement, ethical practice, accountability, professionalism, and leadership. Practicum experiences also highlight various topics that prepare students to deliver innovative, holistic, and culturally inclusive care to the family/individual across the lifespan population and emergency care specialty in complex practice settings.
Prerequisite: NU 585 Minimum Grade of C and NU 586 Minimum Grade of C
Corequisite: NU 587

NU 589 Family/Emerg NP Cl Progression 1-4 cr
This course is a practicum progression course for the emergency nurse practitioner student that will provide intensive study into the family nurse practitioner role and the emergency nurse practitioner specialty. The purpose of this practicum course is to provide the emergency nurse practitioner student the opportunity to apply and integrate knowledge acquired through coursework. Development and refinement of clinical expertise in primary and emergency care is expected throughout the four clinical courses. At the discretion of the Emergency Nurse Practitioner track coordinator, satisfactory completion of this course may be required.
Prerequisite: NU 582 Minimum Grade of C

NU 590 Special Topics - 9 cr
Study of significant topics or problems in nursing and the health professions. Content will vary. May be repeated.

NU 594 Directed Studies 1-11 cr
Directed study under the direction of a member of the graduate faculty.

NU 595 Study Abroad Cultural Exp 9 cr
The purpose of this course for the graduate student is to develop an improved understanding of the culture, Leininger's theory of Diversity and Universality, to recognize any cultural practices that affect health care and to incorporate this understanding into the provision of care. Culture will be examined through writing cultural experiences, and through collaboration. The course is underpinned by Dr. Leininger's definition of culture and her theory of culture care.

NU 596 Service Abroad Hlth Related Ex 0 cr
This is a service learning course that will culminate in select communities in the international setting. Emphasis is providing culturally competent care by providing an immersion experience.

NU 597 Intro to Scholarly Writing 3 cr
The purpose of the course is to enhance scientific writing skills and provide a review of basic and advanced grammar, and development of rhythm, voice, and purpose in writing. There will be a focus on developing skills to utilize bibliographic search methodology and the American Psychological Association (APA) editorial format.

NU 600 DNP Nurse Anesthesia PP&D 3 cr
This course provides the student an opportunity to develop their DNP project, including review of literature, methodology, IRB/IRC approval, data collection, and analysis. The development of the DNP project will allow the student to gain experience through the application of learned knowledge. The course will culminate in the production of a working QI project to be implemented by students at a primary practice site.
Prerequisite: NU 607 Minimum Grade of C and NU 608 Minimum Grade of C
Corequisite: NU 616

NU 607 Scientif Underpinnings Adv Nsg 3 cr
The purpose of this course is to provide the MSN/DNP students with an in-depth exploration of the scientific underpinnings that form the foundation of advanced nursing practice and the highest levels of nursing judgment. Students will examine the structure and evolution of nursing science in the context of health, healthcare delivery, and system-level outcomes. A clinically relevant phenomenon of interest (POI) serves as the focal point for integrating philosophical, theoretical, ethical, and conceptual perspectives to inform evidence-based, person-centered, and population-focused advanced practice. Through critical analysis and synthesis of nursing and interdisciplinary knowledge, students will develop the ability to translate theory into practice, fostering innovation and leadership aligned with the AACN Essentials.

NU 608 EBP & Quality Improvement HCS 3 cr
The purpose of this course is to provide the MSN/DNP student with the foundational components required for effective utilization of evidence based practice within the scope of advanced nursing practice. The course focuses on the use of analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice. The course emphasis is on the application of quantitative, qualitative, and quality improvement methodologies to promote safe, effective care within healthcare systems.

NU 610 Healthcare Policy & Finance 3 cr
The purpose of this course for the MSN/DNP student is to develop advanced nursing leaders who have the knowledge and skills to design, analyze, influence, and implement policies that frame healthcare financing, practice regulation, access, safety, quality, and efficacy. The course focuses on major domestic and global contextual factors and triggers that influence various levels of policy. Principles of finance, business, and healthcare economics will be presented. The course emphasis is on developing essential competencies in healthcare policy advocacy and analysis.

NU 611 Translat Evidence Practice Sys 3 cr
In this course, Doctor of Nursing Practice (DNP) students learn how to bridge the gap between research and real-world practice across a variety of health care settings. Students develop skills to find, evaluate, synthesize, and apply best evidence to enhance nursing care and improve patient outcomes. The course highlights practical strategies for implementing evidence-based changes while exploring the ethical responsibilities of protecting human subjects throughout the process.
Prerequisite: NU 608 (may be taken concurrently) Minimum Grade of C and NU 607 (may be taken concurrently) Minimum Grade of C

NU 612 Clinical Prev Population Hlth 3 cr
The purpose of this course is to engage Doctor of Nursing Practice (DNP) students in an in-depth exploration of the complex and multifaceted factors that influence population health and health promotion across the lifespan in local, regional, national, and global contexts. The course focuses on emerging and persistent health issues and evidence-based strategies to reduce health disparities and advance health equity among diverse populations. Emphasis is placed on the application of health surveillance data, epidemiological trends, and social determinants of health to characterize populations and geographic regions, as well as on the design and evaluation of effective health promotion, disease prevention, and injury prevention strategies.
Prerequisite: NU 608 (may be taken concurrently) Minimum Grade of C and NU 607 (may be taken concurrently) Minimum Grade of C

NU 613 Organizational & Sys Leadrshp 3 cr
The purpose of this course for the MSN/DNP student is to synthesize leadership and organizational theory within the context of complex healthcare systems. The course focuses on the exploration and application of principles of advanced communication, collaboration, and team building to the process of systems change to prepare the student for advanced roles in leading change. Emphasis within the course is placed on assessment of organizational culture as a basis for improvement of individual and aggregate healthcare outcomes; models of quality improvement and project planning, implementation, and evaluation are also examined. Additionally, the course emphasizes advocacy as a core competency, preparing nurse leaders to champion systems improvement, influence organizational change, and collaborate effectively across professions to advance healthcare outcomes.

NU 615 Qual Improv & Outcomes Assmnt 3 cr
The purpose of this course is to equip the DNP student with knowledge and skills to develop, implement, and evaluate programs that improve health outcomes. The course focuses on the design, implementation, and evaluation of quality improvement methodologies. The course places emphasis on applying quality improvement processes to evaluate outcomes of practice against national benchmarks to determine variances in practice outcomes and population trends.
Prerequisite: NU 607 (may be taken concurrently) Minimum Grade of C and NU 608 (may be taken concurrently) Minimum Grade of C and NU 611 (may be taken concurrently) Minimum Grade of C

NU 616 Data & Dec Mkng Healthcare Sys 3 cr
The purpose of this course is to prepare the DNP student to be proficient in the evaluation and use of technology and information systems appropriate to specialized areas of advanced nursing practice. The course focuses on information systems and current technology in the management of healthcare outcomes. Within the course, emphasis is placed on the use of information systems and technology based resources to support clinical and administrative decision making.
Prerequisite: (NU 611 Minimum Grade of C and NU 615 Minimum Grade of C)

NU 620 Prin Teach/Learn/Assess Nu Ed 3 cr
The purpose of this course is to provide a foundation of principles of teaching and learning, including theories, styles, and application to the diverse learner. Emphasis is on analysis of teaching in the classroom and clinical setting, assessment techniques, and implementation of technology, all while incorporating evidence-based teaching practices

NU 621 Curr Design/Outcome Eval Nu Ed 3 cr
Analysis and synthesis of theories and concepts related to systematic curriculum development and outcomes evaluation in nursing education. Emphasis is on institutional purposes, goals, nursing curricula design, and outcomes evaluation that supports the requirements of the institution, the program, and accrediting agencies.

NU 622 Current Topics in Nu Education 2 cr
The purpose of this course is to engage the student in an analysis of concepts and theories basic to the nurse educator role in academic and in practice settings. Emphasis is on current issues and trends in nursing education, the role of the academic nurse educator, and professional, social, political, legal, cultural, and other issues related to nursing education.

NU 623 Nsg Educ Synthesis Practicum 3 cr
The purpose of this course is the synthesis of nursing education theory in practicum experience. Focus is on the application of nursing education theory in developing, teaching, and evaluating an education unit, exemplifying the nurse educator role, and adhering to institutional and legal guidelines.
Prerequisite: NU 620 Minimum Grade of C and NU 621 (may be taken concurrently) Minimum Grade of C and NU 622 (may be taken concurrently) Minimum Grade of C

NU 656 Nursing Informatics PP&D 3 cr
This course assists the Nursing Informatics DNP student to finalize selection of a topic or phenomenon of interest applicable to the development of a doctoral synthesis project. The course will address all aspects of project planning and development for the Nursing Informatics students' incorporation of well-built questions, search strategies and outcomes, identification of resources needed, and a plan for evaluation and dissemination of a scholarly doctoral project.
Prerequisite: (NU 607 Minimum Grade of C and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and NU 611 Minimum Grade of C)

NU 657 Nursing Informatic Residency I 3-6 cr
Theories of leadership, motivation, power, and organizational change serve as guiding frameworks to influence and sustain transformation within health care systems. This course introduces the foundational implementation of evidence-based clinical models designed to advance quality and promote positive patient and organizational outcomes. Doctor of Nursing Practice (DNP) students will critically appraise, synthesize, and apply evidence to support and strengthen clinical practice and organizational initiatives. Within this mentored and supervised experience, students will collaborate with their primary faculty advisor to refine and initiate the implementation of their scholarly doctoral project, aimed at advancing their selected practice focus. Through structured engagement and expanded practice authority, students will demonstrate mastery of the DNP competencies and begin translating scholarship into meaningful practice change.
Prerequisite: NU 656 Minimum Grade of S and NU 615 (may be taken concurrently) Minimum Grade of C

NU 658 NU Informatics Residency II 3-6 cr
This course provides DNP students with the opportunity to implement and evaluate their scholarly doctoral project, demonstrating integration of all DNP competencies within a systems-based framework. Guided by a faculty facilitator, students will engage in evidence-based practice change, collect and analyze outcome data, and evaluate the impact of their interventions on clinical or organizational performance. Emphasis is placed on leadership in practice transformation, interprofessional collaboration, and preparation for dissemination of findings through scholarly and professional venues to advance nursing practice and improve health outcomes.
Prerequisite: NU 657 Minimum Grade of C and NU 616 (may be taken concurrently) Minimum Grade of C

NU 659 NU Informatics Residency III 3-6 cr
This final course in the DNP residency series provides students with the opportunity to complete the implementation, evaluation, and dissemination of their scholarly doctoral project while demonstrating mastery of all Doctor of Nursing Practice (DNP) competencies. Guided by core faculty and the faculty advisor, students will apply advanced leadership, clinical, and analytical skills to implement a quality improvement, evidence-based systems change initiative within their chosen practice setting. The course emphasizes the translation of evidence into sustainable practice change, evaluation of project outcomes, and integration of findings into organizational and population health improvement efforts. Students will disseminate the outcomes of their scholarly project to the University of South Alabama College of Nursing community as well as to local, state, or national professional audiences through presentations, abstracts, and manuscripts. By the conclusion of the course, students will demonstrate readiness to assume leadership roles in advancing nursing science, influencing health policy, and transforming health care systems to improve patient and population outcomes.
Prerequisite: NU 612 (may be taken concurrently) Minimum Grade of C and NU 658 Minimum Grade of C

NU 661 Executive Nsg Admin PP&D 3 cr
This course assists the Nurse Executive Administration DNP student to finalize selection of a topic or phenomenon of interest applicable to the development of a doctoral synthesis project. The course will address all aspects of project planning and development for the Nurse Executive Administration students' incorporation of well-built questions, search strategies and outcomes, identification of resources needed, and a plan for evaluation and dissemination of a scholarly doctoral project.
Prerequisite: (NU 607 Minimum Grade of C and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and NU 611 Minimum Grade of C)

NU 662 Nurse Exec Admin Res I 3-6 cr
Theories of leadership, motivation, power, and organizational change serve as guiding frameworks to influence and sustain transformation within health care systems. This course introduces the foundational implementation of evidence-based clinical models designed to advance quality and promote positive patient and organizational outcomes. Doctor of Nursing Practice (DNP) students will critically appraise, synthesize, and apply evidence to support and strengthen clinical practice and organizational initiatives. Within this mentored and supervised experience, students will collaborate with their primary faculty advisor to refine and initiate the implementation of their scholarly doctoral project, aimed at advancing their selected practice focus. Through structured engagement and expanded practice authority, students will demonstrate mastery of the DNP competencies and begin translating scholarship into meaningful practice change.
Prerequisite: NU 661 Minimum Grade of S and NU 615 (may be taken concurrently) Minimum Grade of C

NU 663 Nurse Exec Admin Res II 3-6 cr
This course provides DNP students with the opportunity to implement and evaluate their scholarly doctoral project, demonstrating integration of all DNP competencies within a systems-based framework. Guided by a faculty facilitator, students will engage in evidence-based practice change, collect and analyze outcome data, and evaluate the impact of their interventions on clinical or organizational performance. Emphasis is placed on leadership in practice transformation, interprofessional collaboration, and preparation for dissemination of findings through scholarly and professional venues to advance nursing practice and improve health outcomes.
Prerequisite: NU 662 Minimum Grade of C and NU 616 (may be taken concurrently) Minimum Grade of C

NU 664 Nurse Exec Admin Res III 3-6 cr
This final course in the DNP residency series provides students with the opportunity to complete the implementation, evaluation, and dissemination of their scholarly doctoral project while demonstrating mastery of all Doctor of Nursing Practice (DNP) competencies. Guided by core faculty and the faculty advisor, students will apply advanced leadership, clinical, and analytical skills to implement a quality improvement, evidence-based systems change initiative within their chosen practice setting. The course emphasizes the translation of evidence into sustainable practice change, evaluation of project outcomes, and integration of findings into organizational and population health improvement efforts. Students will disseminate the outcomes of their scholarly project to the University of South Alabama College of Nursing community as well as to local, state, or national professional audiences through presentations, abstracts, and manuscripts. By the conclusion of the course, students will demonstrate readiness to assume leadership roles in advancing nursing science, influencing health policy, and transforming health care systems to improve patient and population outcomes.
Prerequisite: NU 663 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C

NU 680 Family/Emergency NP PP&D 3 cr
This course assists the Emergency Nurse Practitioner DNP student to finalize selection of a topic or phenomenon of interest applicable to the development of a doctoral synthesis project. The course will address all aspects of project planning and development for the Emergency Nurse Practitioner students' incorporation of well-built questions, search strategies and outcomes, identification of resources needed, and a plan for evaluation and dissemination of a scholarly doctoral project.
Prerequisite: (NU 607 Minimum Grade of C and NU 608 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C and NU 611 Minimum Grade of C)

NU 681 Family/Emerg NP Residency I 3 cr
Theories of leadership, motivation, power, and organizational change serve as guiding frameworks to influence and sustain transformation within health care systems. This course introduces the foundational implementation of evidence-based clinical models designed to advance quality and promote positive patient and organizational outcomes. Doctor of Nursing Practice (DNP) students will critically appraise, synthesize, and apply evidence to support and strengthen clinical practice and organizational initiatives. Within this mentored and supervised experience, students will collaborate with their primary faculty advisor to refine and initiate the implementation of their scholarly doctoral project, aimed at advancing their selected practice focus. Through structured engagement and expanded practice authority, students will demonstrate mastery of the DNP competencies and begin translating scholarship into meaningful practice change.
Prerequisite: (NU 680 Minimum Grade of C and NU 615 (may be taken concurrently) Minimum Grade of C)

NU 682 Family/Emerg NP Residency II 3 cr
This course provides DNP students with the opportunity to implement and evaluate their scholarly doctoral project, demonstrating integration of all DNP competencies within a systems-based framework. Guided by a faculty facilitator, students will engage in evidence-based practice change, collect and analyze outcome data, and evaluate the impact of their interventions on clinical or organizational performance. Emphasis is placed on leadership in practice transformation, interprofessional collaboration, and preparation for dissemination of findings through scholarly and professional venues to advance nursing practice and improve health outcomes.
Prerequisite: (NU 681 Minimum Grade of C and NU 616 (may be taken concurrently) Minimum Grade of C)

NU 683 Family/Emerg NP Residency III 3 cr
This final course in the DNP residency series provides students with the opportunity to complete the implementation, evaluation, and dissemination of their scholarly doctoral project while demonstrating mastery of all Doctor of Nursing Practice (DNP) competencies. Guided by core faculty and the faculty advisor, students will apply advanced leadership, clinical, and analytical skills to implement a quality improvement, evidence-based systems change initiative within their chosen practice setting. The course emphasizes the translation of evidence into sustainable practice change, evaluation of project outcomes, and integration of findings into organizational and population health improvement efforts. Students will disseminate the outcomes of their scholarly project to the University of South Alabama College of Nursing community as well as to local, state, or national professional audiences through presentations, abstracts, and manuscripts. By the conclusion of the course, students will demonstrate readiness to assume leadership roles in advancing nursing science, influencing health policy, and transforming health care systems to improve patient and population outcomes.
Prerequisite: (NU 682 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C)

NU 690 Sp Top - 1-9 cr
Selected topics in Nursing Science and/or Nursing Education. Requires special permission.

NU 694 Directed Study and Research 1-6 cr
Directed study and research facilitated by a member of the graduate faculty. Requires special permission.

Faculty
Adult Health Nursing

Faculty Name	Faculty Department	Faculty Position	Degrees Held
ADAMS, AMY DAWN (amyadams@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
ADAMS, JACIA MICKALA (jacia.adams@southalabama.edu)	Adult Health Nursing	Instructor	BSN, Troy University-Main MSN, University of Mobile
ANDERSON, JENNIFER ANN (janderson@southalabama.edu)	Adult Health Nursing	Associate Professor	BSN, University of South Alabama MSN, Spring Hill College DNP, University of South Alabama
BAUGHN, CHRISTINA LEE (christinabaughn@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, Samford University
BENTLEY, EMILY SAWYER (ebentley@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
BOLTON, MARYANNE (mbolton@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, Rutgers The St U Central Offic MSN, University of South Alabama DNP, University of South Alabama
BYDALEK, KATHERINE ANITA (kbydalek@southalabama.edu)	Adult Health Nursing	Associate Professor	BS, University of Saint Francis MSN, University of South Alabama PHD, Touro College
CAMPBELL, AMY CALVERT (amycalvertcampbell@southalabama.edu)	Adult Health Nursing	Assistant Professor	BA, University of Mississippi BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
COOPER, KIM M. (kimcooper@southalabama.edu)	Adult Health Nursing	Instructor	BSN, William Carey University MSN, William Carey University
CURTIS, NERKISSA BRANDICE (ncurtis@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama EDD, Walden University
DAVIS, WESLEY DANIEL (wesleydavis@southalabama.edu)	Adult Health Nursing	Associate Professor	AH, Chesterfield-Marlboro Tech Col BSN, Chamberlain University MSN, University of South Alabama DNP, University of South Alabama

GUY, MISTY DAWN (mguy@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama CERTG, University of South Alabama DNP, University of South Alabama
HABOUSH, CHRISTINE H. (haboush@southalabama.edu)	Adult Health Nursing	Assistant Professor	BBA, American Univ in Beirut MS, National University BSN, Linfield College MSN, Vanderbilt University DNP, Oregon Health Sciences U
HARLAN, SHANA MARIE (sharlan@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
HOLLEY, AMY GOODWIN (amyholley@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of North Alabama MSN, University of North Alabama DNP, Samford University
HORTON, HEATHER VANCE (hhorton@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
JOHNSON, PATRICIA A. (patriciajohnson@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of Mobile MSN, University of Mobile DNP, Samford University
JORDAN, KIMBERLY DAVIS (kimberlyjordan@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, Samford University
LAWSON, ROBIN MELANIE (robinlawson@southalabama.edu)	Adult Health Nursing	Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
LEVI, PAULA MILLER (plevi@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of South Alabama PHD, Univ of Alabama-Birmingham
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LYNCH, COLLEEN MARTIN (colleenlynch@southalabama.edu)	Adult Health Nursing	Assistant Professor	BS, Francis Marion University BS, Francis Marion University MSN, Univ of Alabama-Birmingham DNP, University of South Alabama
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MOORE, ELLEN PEYTON (ellenmoore@southalabama.edu)	Adult Health Nursing	Assistant Professor	BA, Mississippi State University BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
MOORE, LORI PREWITT (lmoore@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
NEWELL, SAMANTHA LYN (samantha.newell@southalabama.edu)	Adult Health Nursing	Instructor	BS, Auburn University MSN, University of South Alabama
OTTS, JO ANN (jotts@southalabama.edu)	Adult Health Nursing	Associate Professor	BA, Graceland University MSN, Loyola University-New Orleans DNP, Loyola University-New Orleans
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RUSS, CHONDRA NAKEIVA (chondraruss@southalabama.edu)	Adult Health Nursing	Assistant Professor	BS, University of LA at Lafayette BSN, University of South Alabama MSN, University of South Alabama DNP, University of Alabama
SCHURDELL, MICHAEL RAY (michaelschurdell@southalabama.edu)	Adult Health Nursing	Instructor	BS, University of Mobile MSN, Western Governors University
SIKES-DOGGETT, TELINA MICHELLE (tdoggett@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, Samford University
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STAUTER, KELLY JEANNETTE (kstauter@southalabama.edu)	Adult Health Nursing	Assistant Professor	BS, University of South Alabama BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
STREETER, DONNA JANE (dcopeland@southalabama.edu)	Adult Health Nursing	Associate Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
STUART, WILMA POWELL (wstuart@southalabama.edu)	Adult Health Nursing	Associate Professor	BSN, University of Texas Health Sc MA, Univ Of Texas At Tyler PHD, Univ of Alabama-Birmingham
STURM, TERRY ANN MARCEN (tsturm@southalabama.edu)	Adult Health Nursing	Assistant Professor	BS, Montana State U-Northern MSN, University of South Alabama DNP, University of Alabama
SWANZY, DEBRA MONTGOMERY (dswanzy@southalabama.edu)	Adult Health Nursing	Associate Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
TAYLOR, COURTNEY ALLISON (courtneytaylor@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of Mobile MSN, Univ of Alabama-Birmingham CERTG, University of South Alabama DNP, University of South Alabama
VANDEWAA, ELIZABETH (evandewaa@southalabama.edu)	Adult Health Nursing	Professor	BS, Hope College PHD, Michigan State University
WAWERU-SMITH, SYLVIA MUTHONI (swaweru@southalabama.edu)	Adult Health Nursing	Assistant Professor	BS, Univ of Alabama-Birmingham MS, Univ of Alabama-Birmingham
WRIGHT, THERESA FIELDS (twright@southalabama.edu)	Adult Health Nursing	Associate Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama

Community Mental Health Nursing

Faculty Name	Faculty Department	Faculty Position	Degrees Held
BEASLEY, AMY MARIE (amybeasley@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BS, University of Alabama BSN, University of Alabama MSN, University of Alabama CERT, University of Alabama DNP, University of Alabama
BRAND, SALLIE MCCLENDON (sbrand@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, Univ of Alabama-Birmingham MBA, Samford University MSN, Samford University DNP, Samford University
COCKRELL, JEANENE QUIMBY (jcockrell@southalabama.edu)	Community Mental Health Nsg	Senior Instructor	BSN, University of Saint Thomas MSN, University of South Alabama AS, University of Mobile

ELKINS, JOHN CASEY (celkins@southalabama.edu)	Community Mental Health Nsg	Associate Professor	AAS-AT, Mississippi Gulf Coast CC BSN, University of South Alabama MSN, University of South Alabama MED, North Central University DNP, Samford University
FRUH, SHARON M. (sfruh@southalabama.edu)	Community Mental Health Nsg	Professor	AS, Triton College BA, Bethany Bible College MS, Rush University PHD, Universit of Illinois -Chicago
HAMMONDS, LINDA SUE (lshammonds@southalabama.edu)	Community Mental Health Nsg	Associate Professor	BSN, SUNY at Albany MSN, East Carolina University DNP, University of South Alabama
HARLAN, CHRISTOPHER T. (tharlan@southalabama.edu)	Community Mental Health Nsg	Associate Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of TN-Memphis
HARRIS, JAMES L. (jameslharris@southalabama.edu)	Community Mental Health Nsg	Professor	BSN, University of South Alabama MSN, Univ of Alabama-Birmingham DSN, Univ of Alabama-Birmingham MBA, University of New Orleans
HARRIS, SHANNON KAY (shannonharris@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, University of South Alabama MSN, University of Mobile DNP, University of South Alabama
HICKS, TODD LEROY (todd.hicks@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BME, Auburn University BS, Auburn University MNA, Univ of Alabama-Birmingham DNP, Univ of Alabama-Birmingham
HONEYWOOD, CHANDA LYNNE (choneywood@health.southalabama.edu)	Community Mental Health Nsg	Instructor	BS, Xavier University- Louisiana AAS-AT, Bishop State Community College BSN, University of LA at Lafayette MSN, Walden University DNP, Walden University
JAMES, SHERRY R. (sherrydjames@southalabama.edu)	Community Mental Health Nsg	Instructor	BSN, University of Mobile MSN, University of Mobile
JOHNSON, BRIAN DAVID (brianjohnson@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BS, Emmanuel College MA, CA Sch Of Professional Psych-S PHD, CA Sch Of Professional Psych-S MDIV, Church Divinity Sch of The Pac MSN, University of South Alabama
KORN, MICKI SHARPE (mraber@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, University of South Alabama MSN, Mississippi U For Women
MCCARTER, CAREY E. (cmccarter@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BBA, Mississippi State University BSN, Mississippi U For Women MSN, Mississippi U For Women DNP, University of TN-Memphis
MCCOY, KATHLEEN T. (mccoy@southalabama.edu)	Community Mental Health Nsg	Associate Professor	BS, SUNY at Stony Brook MS, State University of New York DNSC, University of TN-Memphis
MCMURTREY, KIMBERLY LORRAINE (kmcmurtrey@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of Alabama
PANCIONE, KIRSTEN E. (kpancione@southalabama.edu)	Community Mental Health Nsg	Associate Professor	AS, Lord Fairfax Community College BSN, Virginia Commonwealth U MSN, Florida Atlantic U-Boca Raton DNP, University of South Alabama

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PITTMAN, JOYCE ANN (joycepittman@southalabama.edu)	Community Mental Health Nsg	Associate Professor	AS, Palm Beach State College BS, University of South Florida MSN, Indiana University Indianapolis PHD, Indiana University Indianapolis
POWELL LEWIS, SHANNON KIMBERLY (shannonlewis@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	AS, Bishop State Community College BSN, University of South Alabama MSN, University of South Alabama CERTG, University of South Alabama DNP, University of South Alabama CERTG, University of South Alabama
REED, DEDRA MINGO (dedrareed@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, University of South Alabama MED, University of South Alabama MSN, University of Mobile DNP, Univ of Alabama-Birmingham
RILEY, BETTINA HORNBUCKLE (briley@southalabama.edu)	Community Mental Health Nsg	Associate Professor	BSN, Univ of Alabama-Birmingham PHD, Univ of Alabama-Birmingham
RUDOLF, STEPHANIE ELAINE (srudolf@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, Samford University
SCOTT, SHANDA FELISE BROWN (shaston@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama MSN, Univ of Alabama-Birmingham DNP, Univ of Alabama-Birmingham
SELWYN, CANDICE NICOLE (cnselwyn@southalabama.edu)	Community Mental Health Nsg	Research Associate Professor	BA, University of South Alabama MS, University of South Alabama PHD, University of South Alabama
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TOWNSEND, AMANDA ALISA (aatownsend@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, University of SC-Columbia MSN, Georgia State University DNP, Case Western Reserve U
TURNHAM, NANCY MOORE (nturnham@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, Troy University-Main MSN, Troy University-Main DNP, Univ of Alabama-Birmingham
URQUHART, BRADY BAKER (bbaker@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
WILLIAMS, KIMBERLY ANN (kwilliams@southalabama.edu)	Community Mental Health Nsg	Professor	BSN, University of South Alabama MSN, University of South Alabama DNSC, University of TN-Memphis
WOODS, ELISHA DOWDY (ewoods@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama

Maternal Child Nursing

Faculty Name	Faculty Department	Faculty Position	Degrees Held
BOWMAN, ASHLEIGH ANN FICARINO (aficarino@southalabama.edu)	Maternal Child Nursing	Associate Professor	BSN, Spring Hill College MSN, University of South Alabama DNP, University of South Alabama
BROWN, TRACY LEE (tracybrown@southalabama.edu)	Maternal Child Nursing	Assistant Professor	BSN, University of Mobile MSN, University of South Alabama CERT, University of South Alabama DNP, University of South Alabama
CARLQUIST, KELLY ALLISON (kcarlquist@southalabama.edu)	Maternal Child Nursing	Instructor	BS, Auburn University BSN, University of Texas- Arlington MSN, Auburn University
CHESHIRE, KRISTY LEIGH (kcheshire@southalabama.edu)	Maternal Child Nursing	Assistant Professor	BA, University of Miami BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
DAILEY, LISA ANN (lisadailey@southalabama.edu)	Maternal Child Nursing	Assistant Professor	BSN, University of Wisconsin-Gr By MSN, University of South Alabama DNP, University of South Alabama
DAVIS, AMY ELIZABETH (amyedavis@southalabama.edu)	Maternal Child Nursing	Assistant Professor	AS, University of Mobile BSN, University of Mobile MSN, University of Mobile DNP, Samford University
DAVIS, SARA LAUBINGER (saradavis@southalabama.edu)	Maternal Child Nursing	Associate Professor	BS, Spring Hill College BSN, University of South Alabama MSN, University of South Alabama PHD, Univ of Alabama-Birmingham
EMLEY, LISABETH NASH (bethemley@southalabama.edu)	Maternal Child Nursing	Instructor	BSN, University of South Alabama MSN, University of South Alabama CERT, University of South Alabama DNP, University of South Alabama
HALL, HEATHER ROBERTS (heatherhall@southalabama.edu)	Maternal Child Nursing	Professor	BSN, University of South Alabama MSN, University of South Alabama PHD, Univ of Tenn Hlth Sci Center
HUFFMAN, PENNI COATES (pennicoates@southalabama.edu)	Maternal Child Nursing	Assistant Professor	BA, University of NC- Chapel Hill AS, Rockingham Community College MSN, University of South Alabama DNP, University of South Alabama
HUTTO, DAPHNE TURRENTINE (dhutto@southalabama.edu)	Maternal Child Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
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THOMAS, REBECCA MAEVE (rthomas@southalabama.edu)	Maternal Child Nursing	Associate Professor	BSN, University of West Florida MSN, University of South Alabama DNP, University of South Alabama
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