

# 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 Clinical Affairs	Emily Bentley
Director of Diversity, Equity and Inclusion	Shanda Scott
Director of the DNP Program	Leigh Minchew
Director of Special Projects & Evaluation	Rebecca Graves
Professors	S. Fruh, J. Gunn, H. Hall, J. Harris, M. Jacobs, R. Lawson, S. Ridner, E. VandeWaa
Associate Professors	K. Bydalek, C. Elkins, R. Graves, L. Hammonds, T. Harlan, T. Huey, P. Johnson, S. Lawrence, A. Marass, K. McCoy, T. McMullan, L. Minchew, C. Myers, M. Nadler, J. Pittman, B. Riley, D. Streeter, W. Stuart, D. Swanzey, K. Williams, S. Williams, T. Wright
Assistant Professors	A. Adams, J. Anderson, M. Baker, C. Baughn, A. Beasley, E. Bentley, M. Bolton, A. Bowman, S. Brand, H. Breazeale, T. Brown, L. Byrd, A. Calvert Campbell, K. Cheshire, L. Dailey, A. Davis, S. Davis, W. Davis, N. Dixon, J. Ferry, M. Guy, C. Haboush, S. Harlan, S. Harris, A. Holley, H. Horton, P. Huffman, D. Hutto, C. Jackson, D. James, B. Johnson, P. Johnson, R. Johnson, L. Jones, K. Jordan, M. Korn, B. Lang, P. Levi, A. Lewis, S. Lewis, J. Lollar, C. Lynch, C. McCarter, K. McMurtrey, J. Miller, K. Miller, S. Montgomery, E. Moore, L. Moore, K. Norris, J. A. Otts, K. Pancione, T. Platt, W. Powell, D. Reed, S. Rudolf, C. Russ, S. Scott, C. Selwyn, T. Sikes-Doggett, M. Theard, A. Townsend, N. Turnham, S. Waweru, C. Williamitis, B. Woodmansee
Research Assistant Professors	Candice Selwyn

Senior Instructors	J. Cockrell
Instructors	K. Carlquist, J. Cockrell, K. Cooper, L. Emley, S. James, T. Jones, J. Ladnier, B. Mosley, C. Taylor, B. Urquhart, E. Woods
Department Chair, Adult Health Nursing	Theresa Wright
Department Chair, Community/Mental Health Nursing	Todd Harlan
Department Chair, Maternal/Child Health Nursing	Tricia Huey
Director, Academic Advising	Mary Phillips
Academic Advisors	Jennifer Bouvier, Katelyn Foster, Leigh Holland, Brenda Mosley, Kristyn Seawell, Bailey Smith, Suzan Williams
Academic Records Specialists	Lisa Brock
Clinical Placement Advising and Assessment Coordinator	Kimberly McLean-Mundy
Clinical Affiliation Coordinators	Meredith Clough, Elizabeth Collier, 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 (BS) - Accelerated (<http://bulletin.southalabama.edu/programs-az/nursing/nursing/bs-accelerated/>)
- Nursing (BSN) - RN-BSN (<http://bulletin.southalabama.edu/programs-az/nursing/nursing/rn-bsn/>)
- Nursing (BSN) - Traditional (<http://bulletin.southalabama.edu/programs-az/nursing/nursing/bsn-traditional/>)
- Nursing (MSN) - BSN-Prepared RNs (<http://bulletin.southalabama.edu/programs-az/nursing/nursing/msn-bsn-prepared-rns/>)
- Nursing (MSN) - RN-MSN with Non-Nursing Baccalaureate (<http://bulletin.southalabama.edu/programs-az/nursing/nursing/msn-rn-nonnursing-baccalaureate/>)
- Nursing Post-Graduate Certificate (<http://bulletin.southalabama.edu/programs-az/nursing/nursing/post-graduate-certificate/>)
- Nursing Practice (DNP) - BSN to DNP (<http://bulletin.southalabama.edu/programs-az/nursing/nursing/practice-dnp-bsn/>)
- Nursing Practice (DNP) - MSN Clinical Nurse Leader Bridge to DNP Executive Nursing Administration Pathway (<http://bulletin.southalabama.edu/programs-az/nursing/nursing/practice-dnp-msn-clinical-leader-bridge-executive-administration-pathway/>)
- Nursing Practice (DNP) - MSN to DNP Adding a New Concentration Area (<http://bulletin.southalabama.edu/programs-az/nursing/nursing/practice-dnp-msn-adding-new-concentration-area/>)

- Nursing Practice (DNP) - MSN to DNP for Advanced Practice Nursing Roles (<http://bulletin.southalabama.edu/programs-az/nursing/nursing/practice-dnp-msn-advanced-roles/>)
- Nursing Subspecialty Options (<http://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 precepted practicum course is to provide students an immersion experience in the CNS role in the Acute Care setting through health promotion, wellness, and disease management across the lifespan from adolescent to adult to older adult. The focus of the course is to develop 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. The emphasis is on the CNS core competencies of Direct Care, Systems Leadership, and Consultation.

**Prerequisite:** NU 578 Minimum Grade of C

**Corequisite:** NU 515

**AHN 517 CNS Adult Geron Pract II 3 cr**

The purpose of this precepted practicum course is to provide students an immersion experience in the CNS role, in both the Acute Care setting and the Emergency or Urgent Care setting, through health promotion, wellness, disease management, and acute health problems across the lifespan from adolescent to adult to older adult. The focus of the course is to enhance knowledge of differential diagnoses and pharmacological management with clinical time spent in the emergent/urgent care and acute/primary care settings. The emphasis is on all three spheres of impact and the CNS competencies of Direct Care, Research, Collaboration, and Ethical Decision-Making/Moral Agency/Advocacy. The student should participate in 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.

**Corequisite:** NU 516

**AHN 518 CNS Adult Geron Pract III 3 cr**

The purpose of this precepted practicum course is to provide an immersion experience in the CNS role, in both the Acute Care setting and the Outpatient Primary or Specialty Care setting, through health promotion, disease management, acute and chronic illness care, and exacerbations of chronic illness management across the lifespan from adolescent to adult to older adult. The focus of the course is to develop 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. The emphasis of this course is on the patient, nurse, and organization/system spheres of impact and the CNS competencies of Direct Care and Coaching.

**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 non-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 520 AHN MSN Incomplete Extension 1-5 cr****AHN 530 Found Palliative Care/Adv Role 2 cr**

This didactic course prepares the advance practice palliative care student a forum for the evaluation of issues and trends encountered in palliative and end of life care. Students learn to coordinate and develop primary and palliative health care programs for patients and families across the lifespan. Emphasis is on critical analysis and management of issues in an interdisciplinary health care delivery system.

**AHN 531 Adv Palliative Cr/End of Life 2 cr**

This course provides students an in-depth study of the health care management for patients seeking palliative and end of life care. Emphasis is on the interaction among health care providers and psychological/spiritual care of the patient and family.

**Prerequisite:** AHN 530 Minimum Grade of C

**AHN 532 Adv Chronic Illness Care 2 cr**

This course provides a study of the illness trajectories of chronic diseases that are among the leading causes of death in our society. Assessment and management of the illnesses as well as associated pain and symptoms will be examined. The focus is on assisting patients, families, and other health professionals to anticipate/prevent/reduce adverse symptoms from life threatening illnesses to maximize quality of life across the lifespan.

**Prerequisite:** AHN 531 Minimum Grade of C

**AHN 533 Adv Palliative Care Practicum 1-9 cr**

This course provides a preceptor and faculty facilitated experience in which students have the opportunity to become proficient at providing comprehensive care to patients with serious illness by engaging in holistic assessment of pain and quality of life in a variety of settings. Advanced knowledge of palliative/end of life care will be integrated into assessing and managing the complex psychological, ethical, social, spiritual issues, and grief reactions while working as a member of a palliative care team.

**Prerequisite:** AHN 530 Minimum Grade of C

**AHN 536 Adv Nsg Assessmnt Lifespan ENP 3 cr**

The purpose of this course is to expand the GNP/APNP student's knowledge and skills for obtaining, recording, and analyzing a systemic health assessment of the older adult. Emphasis is placed on synthesis and application of nursing and related theories and scientific knowledge to the development of differential/nursing diagnoses as a basis for health promotion and management.

**Prerequisite:** NU 545 (may be taken concurrently) Minimum Grade of C and NU 578 (may be taken concurrently) Minimum Grade of C

**Corequisite:** AHN 537, AHN 538

**AHN 537 Adv Nsg Assessmnt for ENP Prac 1 cr**

This clinical course provides an environment for the opportunity to become proficient at obtaining and recording a systematic health history and advanced physical examination across the lifespan for clients from culturally diverse backgrounds in the emergency/urgent care setting. The focus is refinement of cognitive and clinical skills needed to provide comprehensive health assessments of individuals across the lifespan with a special emphasis on emergency, urgent, and ambulatory care.

**Prerequisite:** NU 545 (may be taken concurrently) Minimum Grade of C and NU 578 (may be taken concurrently) Minimum Grade of C

**Corequisite:** AHN 536, AHN 538

**AHN 538 HPDP Dual Role (FNP/AGACNP) 2 cr**

This didactic course prepares the Dual Role (Family NP/Adult-Gerontological Acute Care NP) student to identify and implement appropriate and culturally sensitive health promotion, health protection, and disease prevention strategies across the lifespan for clients in emergency, urgent, and ambulatory care settings. Emphasis is on health promotion, health protection, and disease prevention with strategic planning at the primary, secondary, and tertiary levels. Effective strategies for life-style behavioral changes will also be evaluated.

**AHN 548 Family Prim Care NP I 4 cr**

The purpose of this didactic course is to prepare (Family NP/Adult-Gerontological Acute Care NP) students to assess, diagnose, and manage selected health care needs of women and childbirth, infants, children, and families in a caring, competent manner. Emphasis is placed on (1) synthesis and application of nursing and related theories and scientific knowledge to the development of differential/nursing diagnoses as a basis for health promotion and management; (2) wellness and the pathophysiology and epidemiology underlying acute and chronic health problems; and (3) collaboration and communication among health care providers in a culturally diverse environment. The focus is on the advanced practice nursing of individuals and families in primary healthcare settings. Co-requisite: AHN 549 Pre-requisite NU 518 Minimum Grade C and NU 545 Minimum Grade of C

**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 Pract I 4 cr**

The purpose of this practicum course is to provide opportunities for Dual Role (Family NP/Adult-Gerontological Acute Care NP) students to apply concepts from AHN 548 in selected clinical settings. The emphasis is on culturally competent delivery of health care, diagnostic reasoning, and decision making/critical thinking through communication and collaboration. The focus is continued refinement of cognitive and clinical skills needed to provide comprehensive health assessments, diagnoses, and management of selected health care needs of women and childbirth, infants, children, and families in primary healthcare settings. Co-requisite: AHN 548

**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**

This didactic course prepares the Dual Role (Family NP/Adult-Gerontological Dual Role) students to identify and implement appropriate and culturally sensitive health promotion and disease prevention strategies across the lifespan for clients in emergency, urgent, and ambulatory care settings. Emphasis is placed on health promotion and disease prevention with strategic planning at the primary, secondary, and tertiary levels. Prevention, early diagnosis, prompt treatment, and in-depth patient education will be emphasized. Effective strategies for life-style behavioral changes will also be evaluated. Co-requisite: AHN 551 Pre-requisite: NU 578 Minimum Grade of C and AHN 548 Minimum Grade of C

**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 course is to provide a preceptor and faculty facilitated experience for Dual Role (Family NP/Adult-Gerontological Acute Care NP) students to practice within an advanced nursing framework. The focus is on the role of the Family Nurse Practitioner in the health care management of children, adults, and families in primary health care settings with the application and synthesis of knowledge and skills acquired from AHN 550 and previous courses. Emphasis is on leadership, professionalism, and collaboration with other health care providers in a culturally diverse environment. Co-requisite: AHN 550  
**Corequisite:** AHN 550

**AHN 552 Adult-Geron Acute Care NP I 4 cr**

The purpose of this course is to prepare Dual Role (Family NP/Adult-Gerontological Acute Care NP) students to assess, diagnose, and manage selected health care needs of young and older adults across the wellness-illness continuum in a caring, competent manner. Emphasis is placed on (1) synthesis of theoretical, scientific, and contemporary clinical knowledge used to develop differential diagnoses as a basis for health promotion, disease prevention, and management; (2) wellness and the pathophysiology and epidemiology underlying complex acute, critical, and chronic illness, disability, and/or injury; and (3) collaboration using appropriate processes for patient-centered, quality care in a culturally diverse system. The focus is on advanced practice nursing with the entire adult-older age spectrum and families in emergency, urgent, and ambulatory settings. Co-requisite: AHN 553 Pre-requisite: AHN 538 Minimum Grade of C and AHN 549 Minimum Grade of C and AHN 551 Minimum Grade of C and NU 607 Minimum Grade of C and NU 608 Minimum Grade of C

**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 Pract I 4 cr**

The purpose of this practicum course is to provide opportunities for Dual Role (Family NP/Adult-Gerontological Acute Care NP) students to apply concepts from AHN 552 in selected clinical settings. Emphasis is on critical thinking, diagnostic reasoning, differential diagnosis, communication, and collaboration in a culturally diverse system. The focus is refinement of cognitive and clinical skills needed to provide competent patient-centered care to young adults, adults, and older adults across the wellness-illness continuum with acute, critical and chronic illness, disability, and/or injury in emergency, urgent, and ambulatory care settings. Co-requisite: AHN 552

**Corequisite:** AHN 552



**AHN 554 Adult-Geron Acute Care NP II 4 cr**

The purpose of this didactic course is to (1) provide the Dual Role (Family NP/Adult-Gerontological Acute Care NP) students with an in-depth study of the health care management of young adults, adults, and older adults across the wellness-illness continuum and to (2) provide a forum for the critical analysis and evaluation of issues and trends encountered by the Adult-Gerontology Acute Care Nurse Practitioner in an interdisciplinary health care delivery system. Emphasis is on leadership and professionalism in a culturally diverse system. The focus is on ensuring quality, patient-centered care of the adult-older adult population with selected complex acute, critical and chronic illness, disability, and/or injury to improve health outcomes in emergency, urgent, and ambulatory settings. Co-requisite: AHN 555 Pre-requisite: AHN 552 Minimum Grade of C and NU 610 Minimum Grade of C and NU 613 Minimum Grade of C  
**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 a preceptor and faculty facilitated experience for Dual Role (Family NP/Adult-Gerontological Acute Care NP) students to practice within an advanced nursing framework by synthesizing and applying the knowledge and skills required in AHN 554 and previous courses. Emphasis is on leadership, professionalism, and collaboration in a culturally diverse system. The focus is on implementing the role of the Adult-Gerontology Acute Care Nurse Practitioner in the health care management of young adults, adults, and older adults across the wellness-illness continuum with acute, critical and chronic illness, disability, and/or injury in emergency, urgent, and ambulatory health care settings. Co-requisite: AHN 554

**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**

The purpose of this first didactic course is to prepare the Adult-Gerontological Acute Care Nurse Practitioner students to assess, diagnose, and manage selected health care needs of adults and geriatrics. Emphasis is placed on synthesis and application of nursing and related theories and scientific knowledge to the development of differential/nursing diagnoses as a basis for health promotion and management.

**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 didactic course is to prepare the Adult-Gerontological Acute Care Nurse Practitioner student to identify and implement appropriate health promotion and disease prevention strategies in the adult and geriatric populations. The focus is on the advanced practice nursing of individuals and families in the acute care setting. Emphasis is placed on health promotion/disease prevention with strategic planning at the primary, secondary and tertiary levels of prevention. Various issues are explored pertinent to the advanced practice role.

**Prerequisite:** NU 578 Minimum Grade of C

**Corequisite:** AHN 568

**AHN 572 Adult-Geron Acute NP I 3 cr**

The purpose of this didactic course is to prepare Adult-Gerontological Acute Care Nurse Practitioner students to assess, diagnose, and manage selected health care needs of adults and geriatrics. The focus is on advanced practice nursing with adults and families in the acute care setting. Emphasis is placed on the wellness and the pathophysiology and epidemiology underlying acute and chronic health problems.

**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 students to apply concepts in select clinical settings. Focus is on adults and families in the acute care setting. The emphasis is on diagnostic reasoning and decision making/critical thinking.

**Prerequisite:** NU 578 Minimum Grade of C

**Corequisite:** AHN 572

**AHN 574 Adult-Geron Acute NP II 3 cr**

The purpose of this course is provide an in-depth study of the health care management of the Adult Geron Acute Care patient. Emphasis is on the interaction among health care providers in a culturally diverse environment.

**Prerequisite:** AHN 572 Minimum Grade of C

**Corequisite:** AHN 575

**AHN 575 Adult-Geron Acute NP Prac II 3 cr**

The purpose of this course is to provide an opportunity for the Adult Acute Care Nurse Practitioner student to practice within an advanced nursing framework. The focus is on the role of the advanced practice nurse in the health care management of adults. Emphasis is on collaboration with other health care providers in a culturally diverse environment.

**Corequisite:** AHN 574

**AHN 576 Adult Geron Acute NP Prac III 4 cr**

The purpose of this culminating course is to provide a preceptor and faculty facilitated experience 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.

**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 course is to provide a forum for the evaluation of issues and trends encountered in advanced adult gerontological acute care nursing. Emphasis is on a critical analysis and management of issues by the Adult Geron Acute Care Nurse Practitioner in an interdisciplinary health care delivery system.

**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 2 cr**

The purpose of this didactic course is to prepare the Adult-Gerontological Primary Care Nurse Practitioner (AGPCNP) student with a knowledge base for identifying and implementing appropriate health promotion and disease prevention strategies with older adults. The focus is on the AGPCNP care of adults and older adults in multiple health care settings. Emphasis is placed on health promotion/disease prevention and related health issues with strategic planning at the primary, secondary, and tertiary levels of prevention. Various issues are explored which are pertinent to the AGPCNP's role in healthcare.

**Corequisite:** AHN 588, HSC 601

**AHN 588 Intro to Adult-Geron Prim NP 2 cr**

The purpose of this course is to expand the Adult-Gerontological Primary Care Nurse Practitioner (AGPCNP) student's knowledge and skills for obtaining, recording, and analyzing a systemic health assessment of the adult and older adult. Emphasis is placed on synthesis and application of nursing and related theories and scientific knowledge to the development of differential/nursing diagnoses as a basis for health promotion and management.

**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, HSC 601

**AHN 591 Adult-Geron Prim NP I 2 cr**

This didactic course prepares the Adult-Gerontological Primary Care Nurse Practitioner student to assess, diagnose, and manage selected health care needs of culturally diverse adult and well and frail geriatric populations. The focus is on the adult gerontological practice of nursing, for adults and their families in a variety of health care settings. Emphasis is placed on wellness, the pathophysiology and epidemiology underlying acute and chronic health problems with a focus on the unique health care needs of the older adult population.

**Prerequisite:** AHN 588 Minimum Grade of C and NU 578 (may be taken concurrently) Minimum Grade of C

**Corequisite:** AHN 592, HSC 602

**AHN 592 Adlt-Geron Primary NP Pract I 3 cr**

The purpose of this practicum course is to provide opportunities for the Adult-Gerontological Primary Care Nurse Practitioner (AGPCNP) student to apply concepts from AHN 591 in primary and acute care settings with adults and families experiencing health concerns. This clinical course will offer clinical hours for targeting adult health and gerontological health issues. Students will divide clinical hours between young adults, middle aged adults, and elders.

**Prerequisite:** NU 578 Minimum Grade of C

**Corequisite:** AHN 591, HSC 602

**AHN 593 Adult-Gero Prim NP II 3 cr**

The purpose of this course is to provide the Adult-Gerontological Primary Care Nurse Practitioner student an in-depth study of health care management of adults, well and frail elders, and their families within the framework of advanced nursing. The focus is on selected acute and chronic complex health care problems. Emphasis is on the interaction among health care providers in a culturally diverse environment.

**Prerequisite:** AHN 591 Minimum Grade of C

**Corequisite:** AHN 594

**AHN 594 Adult-Geron Prim NP Prac II 3 cr**

The purpose of this course is to provide opportunity for the adult-gerontological primary care nurse practitioner (AGPCNP) to practice within an advanced nursing framework. The focus is on the role of the AGPCNP in the health care management of adult and geriatric patients with physical and psychiatric-mental health concerns. Emphasis is on collaboration with other health care providers in a culturally diverse environment. This clinical course will offer experience with diverse populations including young and middle aged adults and elders in a variety of settings.

**Corequisite:** AHN 593

**AHN 595 Adult-Gero Primary Care NP III 2 cr**

The purpose of this course is to provide a forum for the evaluation of issues and trends encountered in adult and gerontological nursing care. Emphasis is on critical analysis and management of issues by the Adult-Gerontological Primary Care Nurse Practitioner (AGPCNP) in an interdisciplinary health care delivery system.

**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, HSC 603

**AHN 596 Adult-Geron Prim NP Prac III 4 cr**

The purpose of this culminating course is to provide a preceptor- and faculty facilitated experience in the Adult-Gerontological Primary Care Nurse Practitioner (AGPCNP) role. The focus is the application and synthesis of knowledge and skills acquired in all previous courses. Students will have clinical experiences with all ages of adults and elders in a variety of settings.

**Prerequisite:** NU 607 (may be taken concurrently) Minimum Grade of C

**Corequisite:** AHN 595, HSC 603

**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 learn the processes embedded in developing a doctoral synthesis project. The course will address all aspects of project planning and development as a preliminary step to the Adult-Gerontological Acute Care Nurse Practitioner students' selection of a topic or phenomenon of interest for the project and will incorporate well-built questions, search strategies and outcomes, identification of resources needed, plan for evaluation and dissemination.

**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 (may be taken concurrently) Minimum Grade of C)

**AHN 617 AG ACNP Residency I 3 cr**

Theories of leadership, motivation, power, and change are used to influence change in health care organizations. This course will implement evidence-based clinical models and evaluate their effectiveness in health outcomes. The Adult-Geron Acute Care Nurse Practitioner student will synthesize, critique, and apply evidence to support quality clinical or organizational practices. In this mentored and supervised experience, the Adult-Geron Acute Care Nurse Practitioner student will work with the primary faculty advisor to complete projects and advance their selected practice area. The Adult-Geron Acute Care Nurse Practitioner student will have access to and authority for expanded scope of practice to master the DNP competences. Residency sites will depend upon the Adult-Geron Acute Care Nurse Practitioner student's career trajectory and approval by collaborating faculty. During the residency semester, students must participate in scheduled scholarly seminars online. Direct practice/management is required.

**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**

Provides Adult-Gerontological Acute Care Nurse Practitioner students the opportunity to fully express all DNP competencies. The Adult-Gerontological Acute Care Nurse Practitioner student, guided by the faculty facilitator, will implement the scholarly doctoral system's change project.

**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**

Final course in residency series as Adult-Gerontological Acute Care Nurse Practitioner student continues to implement and evaluate project plan. Provides Adult-Geron Acute Care Nurse Practitioner student the opportunity to fully express all DNP competencies. The Adult-Gerontological Acute Care Nurse Practitioner student, guided by the core faculty and advisor, completes quality improvement evidence-based system's change project.

**Prerequisite:** AHN 618 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C

**AHN 630 Dysrhythmias and the Heart 2 cr**

The first of four cardiovascular specialization courses focuses on the development of a methodical approach to dysrhythmia interpretation. Emphasis is on diagnosis and management of the patient with cardiac dysrhythmias via an evidence-based approach.

**AHN 631 Foundations of Cardiac Care 2 cr**

This second of four cardiovascular specialization courses focuses on health promotion, prevention, health disparities and cultural competence for patients with common cardiovascular disorders. Emphasis is on cardiovascular nurse practitioner's role in managing patients as an integral part of the interdisciplinary health care team.

**Prerequisite:** AHN 630 (may be taken concurrently) Minimum Grade of C

**AHN 632 Diag & Mgmt of Acute CVD 2 cr**

The third of four cardiovascular specialization courses focuses on advanced healthcare management of patients with acute cardiovascular disorders. Emphasis is on diagnosis and management, to include assessment, diagnostic procedures, treatment and pharmacological management. Particular attention will be given to cardiovascular health disparities in a culturally diverse environment.

**Prerequisite:** AHN 631 Minimum Grade of C

**AHN 633 Dig/Mgmt Complex CV Disorders 2 cr**

The third of four cardiovascular specialization courses focuses on advanced healthcare management of patients with complex cardiovascular disorders. Emphasis is on diagnosis and management, to include assessment, diagnostic procedures, treatment and pharmacological management. Particular attention will be given to cardiovascular health disparities in a culturally diverse environment.

**Prerequisite:** AHN 632 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 learn the processes embedded in developing a doctoral synthesis project. The course will address all aspects of project planning and development as a preliminary step to the Adult-Gerontological Clinical Nurse Specialist students' selection of a topic or phenomenon of interest for the project and will incorporate well-built questions, search strategies and outcomes, identification of resources needed, plan for evaluation and dissemination.

**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 (may be taken concurrently) Minimum Grade of C)

**AHN 635 Adult-Geron CNS Residency I 3 cr**

Theories of leadership, motivation, power, and change are used to influence change in health care organizations. This course will implement evidence-based clinical models and evaluate their effectiveness in health outcomes. The Adult-Gerontological Clinical Nurse Specialist student will synthesize, critique, and apply evidence to support quality clinical or organizational practices. In this mentored and supervised experience, the Adult-Gerontological Clinical Nurse Specialist student will work with the primary faculty advisor to complete projects and advance their selected practice area. The Adult-Gerontological Clinical Nurse Specialist student will have access to and authority for expanded scope of practice to master the DNP competences. Residency sites will depend upon the Adult-Gerontological Clinical Nurse Specialist student's career trajectory and approval by collaborating faculty. During the residency semester, student must participate in scheduled scholarly seminars online. A total of 180 clinical hours of direct practice/management is required.

**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**

Provides Adult-Gerontological Clinical Nurse Specialist students the opportunity to fully express all DNP competencies. The Adult-Gerontological Clinical Nurse Specialist student, guided by the faculty facilitator, will implement the scholarly doctoral system's change project.

**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**

Final course in residency series as Adult-Gerontological Clinical Nurse Specialist student continues to implement and evaluate project plan. Provides Adult-Gerontological Clinical Nurse Specialist student the opportunity to fully express all DNP competencies. The Adult-Gerontological Clinical Nurse Specialist student, guided by the core faculty and advisor completes quality improvement evidence-based system's change project.

**Prerequisite:** AHN 636 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C

**AHN 661 Exec Admin Proj Plan/Dev 3 cr**

This course assists the Executive Nursing Administration DNP student to learn the processes embedded in developing a doctoral synthesis project. The course will address all aspects of project planning and development as a preliminary step to the Executive Nursing Administration students' selection of a topic or phenomenon of interest for the project and will incorporate well-built questions, search strategies and outcomes, identification of resources needed, plan for evaluation and dissemination.

**AHN 662 Ex Admin Residency I 3 cr**

Theories of leadership, motivation, power, and change are used to influence change in health care organizations. This course will implement evidence-based clinical models and evaluate their effectiveness in health outcomes. The Executive Nursing Administration student will synthesize, critique, and apply evidence to support quality clinical or organizational practices. In this mentored and supervised experience, the Executive Nursing Administration student will work with the primary faculty advisor to complete projects and advance their selected practice area. The Executive Nursing Administration student will have access to and authority for expanded scope of practice to master the DNP competencies. Residency sites will depend upon the Executive Nursing Administration student's career trajectory and approval by collaborating faculty. During the residency semester, Executive Nursing Administration student must participate in scheduled scholarly seminars online. A total of 180 clinical hours of direct practice/management is required.

**Prerequisite:** AHN 661 Minimum Grade of C and NU 608 Minimum Grade of C

**AHN 663 Ex Admin Residency II 3 cr**

Provides Executive Nursing Administration students the opportunity to fully express all DNP competencies. The student, guided by the faculty facilitator, will implement the scholarly doctoral system's change project.

**Prerequisite:** AHN 662 Minimum Grade of C

**AHN 664 Ex Admin Residency III 3 cr**

Final course in residency series as Executive Nursing Administration student continues to implement and evaluate project plan. Provides Executive Nursing Administration student the opportunity to fully express all DNP competencies. The Executive Nursing Administration student, guided by the core faculty and advisor completes quality improvement evidence-based system's change project.

**Prerequisite:** AHN 663 Minimum Grade of C

**AHN 670 AG-ACNP(DR) PP&D 3 cr**

This course assists the DNP student to learn the processes embedded in developing a doctoral synthesis project. The course will address all aspects of project planning and development as a preliminary step to the students' selection of a topic or phenomenon of interest for the project and will incorporate well-built questions, search strategies and outcomes, identification of resources needed, plan for evaluation and dissemination.

**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 (may be taken concurrently) Minimum Grade of C)

**AHN 671 AG/ACNP (DR) Residency I 3 cr**

Theories of leadership, motivation, power, and change are used to influence change in health care organizations. In this course, students will implement evidence-based clinical models and evaluate their effectiveness in health outcomes. The student will synthesize, critique, and apply evidence to support quality clinical or organizational practices. In this mentored and supervised experience, the student will work with the primary faculty advisor to develop a project to advance system's change in their selected practice area. The student will have access to and authority for expanded scope of practice to master all DNP competencies. Residency sites will depend upon the student's career trajectory and approval by collaborating faculty. During the residency semester, student must participate in scheduled scholarly seminars online. A total of 180 clinical hours of direct practice/management is required.

**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**

In this mentored and supervised experience, students will work with the primary faculty advisor to implement a scholarly project to advance system's change in their selected practice area. The student will have access to and authority for expanded scope of practice to master all DNP competencies. Residency sites will depend upon the student's career trajectory and approval by collaborating faculty. During the residency semester, students must participate in scheduled scholarly seminars online. A total of 180 clinical hours of direct/practice management is required.

**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**

Final course in residency series as student continues to implement and evaluate project plan. Provides the student the opportunity to fully express all DNP competencies. The student, guided by the core faculty advisor, completes a quality improvement, evidence-based system's change project.

**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 DNP student to learn the processes embedded in developing a doctoral synthesis project. The course will address all aspects of project planning and development as a preliminary step to the students' selection of a topic or phenomenon of interest for the project and will incorporate well-built questions, search strategies and outcomes, identification of resources needed, and a plan for evaluation and dissemination.

**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 (may be taken concurrently) Minimum Grade of C)



**AHN 681 Family NP (DR) Residency I 3 cr**

Theories of leadership, motivation, power, and change are used to influence change in health care organizations. In this course, students will implement evidence-based clinical models and evaluate their effectiveness in health outcomes. The student will synthesize, critique, and apply evidence to support quality clinical or organizational practices. In this mentored and supervised experience, the student will work with the primary faculty advisor to develop a project to advance system's change in their selected practice area. The student will have access to and authority for expanded scope of practice to master all DNP competencies. Residency sites will depend upon the student's career trajectory and approval by collaborating faculty. During the residency semester, student must participate in scheduled scholarly seminars online. A total of 180 clinical hours of direct practice/management is required.

**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**

In this mentored and supervised experience, students will work with the primary faculty advisor to implement a scholarly project to advance system's change in their selected practice area. The student will have access to and authority for expanded scope of practice to master all DNP competencies. Residency sites will depend upon the student's career trajectory and approval by collaborating faculty. During the residency semester, students must participate in scheduled scholarly seminars online. A total of 180 clinical hours of direct practice/management is required.

**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**

Final course in residency series as student continues to implement and evaluate project plan. Provides the student the opportunity to fully express all DNP competencies. The student, guided by the core faculty and advisor, completes a quality improvement, evidence-based system's change project.

**Prerequisite:** (AHN 682 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C)

**AHN 692 AHN DNP Incomplete Extension 3 cr**

Students will register for this course to complete residency course work under supervision of faculty. Students must remain continuously enrolled until all residency requirements are completed.

**AHN 693 Adult-Geron Primary NP PP&D 3 cr**

This course assists the Adult-Geron Primary Care Nurse Practitioner student to learn the processes embedded in developing a doctoral synthesis project. The course will address all aspects of project planning and development as a preliminary step to the Adult-Geron Primary Care Nurse Practitioner students' selection of a topic or phenomenon of interest for the project and will incorporate well-built questions, search strategies and outcomes, identification of resources needed, plan for evaluation and dissemination.

**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 (may be taken concurrently) Minimum Grade of C)

**AHN 694 Adult-Gero Primary Cr NP Res I 3 cr**

Theories of leadership, motivation, power, and change are used to influence change in health care organizations. This course will implement evidence-based clinical models and evaluate their effectiveness in health outcomes. The Adult-Geron Primary Care Nurse Practitioner student will synthesize, critique, and apply evidence to support quality clinical or organizational practices. In this mentored and supervised experience, the Adult-Geron Primary Care Nurse Practitioner student will work with the primary faculty advisor to complete projects and advance their selected practice area. The Adult-Geron Primary Care Nurse Practitioner student will have access to and authority for expanded scope of practice to master the DNP competences. Residency sites will depend upon the Adult-Geron Primary Care Nurse Practitioner student's career trajectory and approval by collaborating faculty. During the residency semester, student must participate in scheduled scholarly seminars online. Clinical hours of direct practice/management is required.

**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**

Provides Adult-Geron Primary Care Nurse Practitioner students the opportunity to fully express all DNP competencies. The Adult-Geron Primary Care Nurse Practitioner student, guided by the faculty facilitator, will implement the scholarly doctoral system's change project.

**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**

Final course in residency series as Adult-Geron Primary Care Nurse Practitioner student continues to implement and evaluate project plan. Provides Adult-Geron Primary Care Nurse Practitioner student the opportunity to fully express all DNP competencies. The Adult-Geron Primary Care Nurse Practitioner student, guided by the core faculty and advisor completes quality improvement evidence-based system's change project.

**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 312 Minimum Grade of C and NU 325 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 312 Minimum Grade of C and NU 325 Minimum Grade of C)

**Corequisite:** CMN 350

**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:** AHN 447 (may be taken concurrently) Minimum Grade of C and AHN 448 (may be taken concurrently) Minimum Grade of C and 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 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:** AHN 447 (may be taken concurrently) Minimum Grade of C and AHN 448 (may be taken concurrently) Minimum Grade of C and 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 520 CMN MSN Incomplete Extension 1-5 cr****CMN 548 Introduction to PMHNP 3 cr**

The purpose of this first didactic course is to prepare the Psychiatric-Mental Health Nurse Practitioner students to assess, diagnose, and manage selected health care needs of individuals across the lifespan. Emphasis is placed on synthesis and application of nursing and related theories and scientific knowledge to the development of differential/nursing diagnoses as a basis for health promotion and management.

**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**

This didactic course prepares the Psychiatric-Mental Health Nurse Practitioner student to identify and implement appropriate and culturally sensitive health promotion and disease prevention strategies of individuals and families across the lifespan in primary care settings. Emphasis is placed on health promotion/disease prevention with strategic planning at the primary, secondary, and tertiary levels.

**Corequisite:** CMN 548

**CMN 552 PMHNP I 3 cr**

This didactic course prepares the Psychiatric-Mental Health Nurse Practitioner student to assess, diagnose, and manage selected health care needs of culturally diverse populations across the life span. The focus is on advanced practice nursing with individuals and families in a variety of health care settings. Emphasis is placed on wellness and the pathophysiology and epidemiology underlying acute and chronic psychiatric-mental health problems.

**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 concepts in primary and acute care settings with individuals and their families experiencing psychiatric-mental health concerns across the lifespan.

**Prerequisite:** NU 578 Minimum Grade of C

**Corequisite:** CMN 552

**CMN 554 PMHNP II 3 cr**

The purpose of this course is to provide the Psychiatric-Mental Health Nurse Practitioner student an in-depth study of psychiatric-mental health care management of individuals and their families across the lifespan within the framework of advanced nursing. The focus is on selected acute and chronic complex psychiatric-mental health care problems. Emphasis is on the interaction among health care providers in a culturally diverse environment.

**Prerequisite:** CMN 552 Minimum Grade of C

**Corequisite:** CMN 555

**CMN 555 PMHNP Practicum II 3 cr**

The purpose of this course is to provide opportunity for the Psychiatric-Mental Health Nurse Practitioner student to practice within advanced nursing framework. The focus is on the role of the advanced practice nurse in the health care management of individuals with psychiatric-mental health concerns across the lifespan. Emphasis is on collaboration with other health care providers in a culturally diverse environment.

**Corequisite:** CMN 554

**CMN 556 PMHNP Practicum III 4 cr**

The purpose of this culminating course is to provide a preceptor and faculty facilitated experience in the Psychiatric-Mental Health Nurse Practitioner role. The focus is on the application and synthesis of knowledge and skills acquired in all previous courses.

**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 course is to provide a forum for the evaluation of issues and trends encountered in the Psychiatric-Mental Health Nurse Practitioner role. Emphasis is on critical analysis and management of issues by the Psychiatric-Mental Health Nurse Practitioner in an interdisciplinary health care delivery system.

**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**

The purpose of this first didactic course is to prepare Advanced Family Nurse Practitioner students to assess, diagnose, and manage selected health care needs of adults and children. Emphasis is placed on synthesis and application of nursing and related theories and scientific knowledge to the development of differential/nursing diagnoses as a basis for health promotion and management.

**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 didactic course is to prepare the Advanced Family Nurse Practitioner student to identify and implement appropriate and culturally competent health promotion and disease prevention strategies across the lifespan. The focus is on the advanced practice nursing of individuals and families in primary care settings. Emphasis is placed on health promotion/disease prevention with strategic planning at the primary, secondary, and tertiary levels of prevention. Prevention, early diagnosis, prompt treatment, and in-depth patient education with dysmetabolic syndrome and diabetes will be emphasized. Effective strategies for life-style behavior change will also be evaluated.

**Corequisite:** CMN 568

**CMN 572 Family NP I 3 cr**

This didactic course prepares the Advanced Family Nurse Practitioner student to assess, diagnose, and manage selected health care needs of culturally diverse populations across the lifespan. The focus is on the advanced practice nursing of individuals and families in primary care settings. Emphasis is placed on wellness and the pathophysiology and epidemiology underlying acute and chronic health problems.

**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**

This practicum course provides opportunities for the Advanced Family Nurse Practitioner to apply concepts in select clinical settings. Focus is on individuals and families in primary care settings. The emphasis is on culturally competent delivery of health care, diagnostic reasoning and decision making/critical thinking.

**Prerequisite:** NU 578 Minimum Grade of C

**Corequisite:** CMN 572

**CMN 574 Family NP II 3 cr**

This course provides an in-depth study of the health care management of children, adults, and families within the framework of advanced nursing. Emphasis is on the interaction among health care providers in a culturally diverse environment. The focus is on selected acute and chronic complex health problems of children, adults, and families in primary health care settings.

**Prerequisite:** CMN 572 Minimum Grade of C

**Corequisite:** CMN 575

**CMN 575 Family NP Prac II 3 cr**

This practicum course provides an opportunity for the Advanced Family Nurse Practitioner student to practice within an advanced nursing framework. The focus is on the role of the advanced practice nurse in the health care management of children, adults, and families. Emphasis is on collaboration with other health care providers in a culturally diverse environment.

**Corequisite:** CMN 574

**CMN 576 Family NP Pract III 4 cr**

The purpose of this practicum course is to provide opportunities for the Family Nurse Practitioner student to apply concepts from CMN 577 and previously required courses 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.

**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 course is to provide a forum for the evaluation of issues and trends encountered in health care. Emphasis is on critical analysis and management of these issues by the Advanced Family Nurse Practitioner student in an interdisciplinary health care system.

**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 Family Psych Mental Health Nurse Practitioner student to learn the processes embedded in developing a doctoral synthesis project. The course will address all aspects of project planning and development as a preliminary step to the Family Psych Mental Health Nurse Practitioner student's selection of a topic or phenomenon of interest for the project and will incorporate well-built questions, search strategies and outcomes, identification of resources needed, plan for evaluation and dissemination.

**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 (may be taken concurrently) Minimum Grade of C)

**CMN 617 PMHNP Residency I 3 cr**

Theories of leadership, motivation, power, and change are used to influence change in health care organizations. This course will implement evidence-based clinical models and evaluate their effectiveness in health outcomes. The Family Psych Nurse Practitioner student will synthesize, critique, and apply evidence to support quality clinical or organizational practices. In this mentored and supervised experience, the Nurse Practitioner DNP student will work with the primary faculty advisor to complete projects and advance their selected practice area. The Nurse Practitioner student will have access to and authority for expanded scope of practice to master the DNP competencies. Residency sites will depend upon the student's career trajectory and approval by collaborating faculty. During the residency semester, students must participate in scheduled scholarly seminars online. Clinical hours of direct practice/management is required.

**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**

Provides students the opportunity to fully express all DNP competencies. The student, guided by the faculty facilitator, will implement the scholarly doctoral system's change project.

**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**

Final course in residency series as student continues to implement and evaluate project plan. Provides student the opportunity to fully express all DNP competencies. The student, guided by the core faculty and advisor, completes quality improvement evidence-based system's change project.

**Prerequisite:** CMN 618 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C

**CMN 643 Public Health Admin PP&D 3 cr**

This course assists the public health nursing administration DNP student to learn the processes embedded in developing a doctoral synthesis project. The course will address all aspects of project planning and development as a preliminary step to the public health students' selection of a topic or phenomenon of interest for the project and will incorporate well-built questions, search strategies and outcomes, identification of resources needed, plan for evaluation and dissemination.

**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 (may be taken concurrently) Minimum Grade of C)

**CMN 644 Public Health Residency I 3-6 cr**

Theories of leadership, motivation, power, and change are used to influence change in health care organizations. This course will implement evidence-based clinical models and evaluate their effectiveness in health outcomes. The public health nursing administration student will synthesize, critique, and apply evidence to support quality clinical or organizational practices. In this mentored and supervised experience, the public health nursing administration DNP student will work with the primary faculty advisor to complete projects and advance their selected practice area. The public health nursing administration student will have access to and authority for expanded scope of practice to master the DNP competencies. Residency sites will depend upon the public health nursing administration student's career trajectory and approval by collaborating faculty. During the residency semester, student must participate in scheduled scholarly seminars online. Clinical hours of direct practice/management is required.

**Prerequisite:** CMN 643 Minimum Grade of S and NU 615 (may be taken concurrently) Minimum Grade of C

**CMN 645 Public Health Residency II 3-6 cr**

Provides public health nursing administration students the opportunity to fully express all DNP competencies. The public health nursing administration student, guided by the faculty facilitator, will implement the scholarly doctoral system's change project.

**Prerequisite:** CMN 644 Minimum Grade of C and NU 616 (may be taken concurrently) Minimum Grade of C

**CMN 646 Public Health Residency III 3-6 cr**

Final course in residency series, the public health nursing administration student continues to implement and evaluate project plan. Provides public health nursing administration student the opportunity to fully express all DNP competencies. The public health nursing administration student, guided by the core faculty and advisor completes quality improvement evidence-based system's change project.

**Prerequisite:** CMN 645 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 student to learn the processes embedded in developing a doctoral synthesis project. The course will address all aspects of project planning and development as a preliminary step to the family nurse practitioner students' selection of a topic or phenomenon of interest for the project and will incorporate well-built questions, search strategies and outcomes, identification of resources needed, plan for evaluation and dissemination.

**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 (may be taken concurrently) Minimum Grade of C)

**CMN 681 Family NP Residency I 3 cr**

Theories of leadership, motivation, power, and change are used to influence change in health care organizations. This course will implement evidence-based clinical models and evaluate their effectiveness in health outcomes. The family nurse practitioner student will synthesize, critique, and apply evidence to support quality clinical or organizational practices. In this mentored and supervised experience, the family nurse practitioner student will work with the primary faculty advisor to complete projects and advance their selected practice area. The student will have access to and authority for expanded scope of practice to master the DNP competencies. Residency sites will depend upon the family nurse practitioner student's career trajectory and approval by collaborating faculty. During the residency semester, student must participate in scheduled scholarly seminars online. A total of 180 clinical hours of direct practice/management is required.

**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**

Provides family nurse practitioner students the opportunity to fully express all DNP competencies. The family nurse practitioner student, guided by the faculty facilitator, will implement the scholarly doctoral system's change project.

**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**

Final course in residency series, the family nurse practitioner student continues to implement and evaluate project plan. This course provides the family nurse practitioner student the opportunity to fully express all DNP competencies. The family nurse practitioner student, guided by the core faculty and advisor completes quality improvement evidence-based system's change project.

**Prerequisite:** CMN 682 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C



**CMN 692 CMN DNP Incomplete Extension 3 cr**

Students will register for this course to complete residency course work under supervision of faculty. Students must remain continuously enrolled until all residency requirements are completed.

**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 332 Diet Therapy 2 cr**

The purpose of this course is to provide students the opportunity to explore the therapeutic use of nutrients and diets in the hospital and community settings. Emphasis is on the development of skills associated with dietary management for individuals across a wellness-illness continuum and all age and cultural groups. Prerequisite: Admission to Professional Component or special permission of instructor.

**Prerequisite:** NU 325 Minimum Grade of C and NU 327 Minimum Grade of C and (HSC 343 Minimum Grade of C or HSC 243 Minimum Grade of C) and NU 311 Minimum Grade of C and HSC 342 Minimum Grade of C

**Corequisite:** NU 300, NU 301

**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 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 400 Gender Discrim and Healthcare 3 cr**

The purpose of this course is to provide students with an overview of gender discrimination and disparities in healthcare, with special attention to the intersection of gender and other vulnerable social identities (i.e., historically marginalized identities). Students will learn to identify instances of gender discrimination and disparities across the full gender spectrum, and to advocate for equitable healthcare.

**HSC 401 Diversity, Equity, and Inclusion in Healthcare 1 cr**

Healthcare professionals must be equipped to provide care to a diverse, multicultural population. This course will introduce diversity, equity, and inclusion terminology and examine its relationship in providing equitable and quality healthcare. Content includes topics related to but is not limited to implicit bias, cultural diversity, social determinants of health and healthcare discrimination.

**HSC 450 Ethical Consider Care of Aging 3 cr**

Interdisciplinary course on a critical investigation of ethical issues across the lifespan and on application of ethical principles.

**HSC 500 Address Gender Discrimination 3 cr**

The purpose of this course is to provide students with an overview of historical and current manifestations of gender discrimination and disparities in healthcare, with special attention to the intersection of gender and other vulnerable social identities (i.e., historically marginalized identities). Students will learn to trace historical discriminatory healthcare practices to modern indications of gender discrimination and disparities across the full gender spectrum, and to advocate for and implement equitable healthcare.

**HSC 501 Found of Diversity Healthcare 2 cr**

In a multicultural society, healthcare professionals must be able to work with patients and colleagues from a variety of backgrounds. This course will provide students with theoretical knowledge and introduce practical skills necessary to understand and promote diversity, equity and inclusion in healthcare. The course will introduce diversity, equity, and inclusion terminology and examine implicit biases, historical and institutionalized bias, and discrimination influencing health and healthcare in the community.

**HSC 502 Diversity Equity & Inclusion 2 cr**

The purpose of this course is for program participants to examine population-focused health disparities and the role of policy, socioeconomics, the environment, and the medical community in their origin and continuation. This course encourages students to reflect on the responsibility to provide culturally competent care as an expression of their professional values. The emphasis is on 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.

**Prerequisite:** (HSC 501 (may be taken concurrently) Minimum Grade of C)

**HSC 503 Curr Issues & Trends Diversity 2 cr**

This course will focus on issues and trends involving diversity, equity, and inclusion from a variety of healthcare perspectives. 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.

**Prerequisite:** (HSC 501 (may be taken concurrently) Minimum Grade of C)

**HSC 504 Lead&Change Mang Adv Diversity 2 cr**

This course will focus on leading and influencing change and fostering inclusive climates at the organizational and community level.

**Prerequisite:** (HSC 501 (may be taken concurrently) Minimum Grade of C)

**HSC 510 IPT for TI-IBH Primary Care 1 cr**

The purpose of this course is to prepare the healthcare professional for interprofessional practice within integrated behavioral health settings. This course will bring together students from multiple professional disciplines to learn about, from and with each other in service to promote effective clinical collaboration within behavioral health settings. Emphasis is on the team-based collaboration within administrative, screening, and intervention roles as trauma-informed behavioral health providers in integrated settings serving youth.

**HSC 511 IPT Telehealth Deliv TI-IBH 1 cr**

The purpose of this didactic course is preparation of delivery of team-based, trauma-informed integrated behavioral healthcare in telehealth settings across the lifespan. This course is available to students from multidisciplinary professions, to fully embody the spirit of integrated, interprofessional care.

**HSC 512 TI-MI in IBH Seminar 1 cr**

The purpose of this course is to offer interprofessional practice preparation within an integrated behavioral health setting. This course will bring together students from multiple disciplines to learn about, from, and with each other in the service of enabling effective motivational interviewing within integrated behavioral health settings. Emphasis is on motivational interviewing during screening, intake, intervention and trauma-informed care as behavioral health providers in integrated settings serving across the life-span.

**HSC 571 Managing Healthcare Personnel 3 cr**

The purpose of this course is to analyze frameworks for managing health care personnel. The course focuses on exploration and application of human resource management. Emphasis within the course is placed on leadership, communication, relationship management, diversity, legal and ethical principles, and 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 course serves as a one of three courses in the Addictions Subspecialty nursing program. The purpose of this didactic course is preparation of OUD/SUD Screening in integrated health care and telehealth settings across the lifespan. While preparation is across the life span, emphasis will be focused on child, adolescent, and transitional age-populations. This course is available to students from any health-related discipline, to fully embody the spirit of integrated, interprofessional care.

**HSC 581 OUD/SUD Assessment/Treatment 2 cr**

This course serves as a one of three courses in the Addictions Subspecialty nursing program. The purpose of this didactic course is preparation of OUD/SUD Assessment and Treatment in integrated health care and telehealth settings across the lifespan. While preparation is across the life span, emphasis will be focused on child, adolescent, and transitional age-populations. This course is available to students from any health-related discipline, to fully embody the spirit of integrated, interprofessional care.

**Prerequisite:** (HSC 580 Minimum Grade of C)

**HSC 582 OUD/SUD Recovery/Sys Practice 2 cr**

This course serves as a one of three courses in the Addictions Subspecialty nursing program. The purpose of this didactic course is preparation of OUD/SUD recovery in integrated health care and telehealth settings across the lifespan. While preparation is across the life span, emphasis will be focused on child, adolescent, and transitional age-populations. This course is available to students from any health-related discipline, to fully embody the spirit of integrated, interprofessional care.

**Prerequisite:** (HSC 580 Minimum Grade of C and HSC 581 Minimum Grade of C)

**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 601 Intro to Introprofessional Ed 1 cr**

The purpose of this course is to introduce students to the concepts of interprofessional education. Students will gain an understanding of their own role in healthcare as well as the scope of the role of another health profession. Students will learn how to function in an interprofessional team and carry this knowledge, skill, and value into their future practice, ultimately providing interprofessional patient care as part of a collaborative team that is focused on improving patient outcomes. Interprofessional teams are composed of members from different health professions who have specialized knowledge, skills, and abilities with the goal of providing patient-centered care in a collaborative manner. The team establishes a common goal and using their individual expertise, and works in concert to achieve patient-centered care. In this model, joint decision making is valued and each team member is empowered. Students will be introduced to core competencies in interprofessional care and utilize Fennel's Four Phase Model for understanding and treating multiple chronic conditions for adults, elders, and returning veterans.

**Corequisite:** AHN 581, AHN 588

**HSC 602 Team Building 1 cr**

This online course will allow students to examine the specific impact of cultural, ethical, and religious factors on ethical health-care decision-making and focuses on the relationships among the professions, joint relationships with patients, the quality of cross-professional exchanges, and interprofessional considerations in health care delivery and in formulating public health policies, programs, and services. The focus of the course is derived from the approach utilized in the Core Competencies for Interprofessional Collaborative Practice (2016). Structured content introduces the topic and will allow teams of students to practice problem solving and ethical decision-making within an interprofessional team.

**Prerequisite:** HSC 601 Minimum Grade of C

**Corequisite:** AHN 591, AHN 592

**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, as 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 and CMN 350 (may be taken concurrently) Minimum Grade of C and CMN 351 (may be taken concurrently) 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 and CMN 350 (may be taken concurrently) Minimum Grade of C and CMN 351 (may be taken concurrently) Minimum Grade of C)

**Corequisite:** MCN 352

**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 and CMN 350 (may be taken concurrently) Minimum Grade of C and CMN 351 (may be taken concurrently) 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 and CMN 350 (may be taken concurrently) Minimum Grade of C and CMN 351 (may be taken concurrently) Minimum Grade of C)

**Corequisite:** MCN 354

**MCN 520 MCN MSN Incomplete Extension 1-5 cr**

**MCN 538 Intro to Women's Health NP 3 cr**

The purpose of this course is to expand the Women's Health Nurse Practitioner student's knowledge and skills for obtaining, recording and analyzing a systematic health assessment of women. Emphasis is on the synthesis and application of nursing and related theories and scientific knowledge to the development of differential/nursing diagnoses as a basis for health promotion and management.

**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 CI 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 didactic course is to prepare the Women's Nurse Practitioner student to identify and implement appropriate health promotion and disease prevention strategies across the lifespan. The focus is on the advanced practice nursing of individuals and families in primary care settings. Emphasis is placed on health promotion/disease prevention with strategic planning at the primary, secondary and tertiary levels of prevention. Various issues are explored pertinent to the advanced practice role.

**Corequisite:** MCN 538

**MCN 542 Women's Health NP I 3 cr**

The purpose of this didactic course is to prepare the Women's Health Nurse Practitioner student to assess, diagnose, and manage selected health care needs of women. The focus is on advanced practice nursing with women primary, acute, and chronic health care settings. Emphasis is on wellness and the pathophysiology and epidemiology underlying acute and chronic health problems.

**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 the Women's Health Nurse Practitioner student to apply concepts from MCN 542 Advanced Women's Health Nursing II in select clinical settings. Focus is on advanced practice nursing with women and families in primary, acute, and chronic health care settings. The emphasis is on diagnostic reasoning and decision making/critical thinking.

**Prerequisite:** NU 578 Minimum Grade of C

**Corequisite:** MCN 542

**MCN 544 Women's Health NP II 3 cr**

The purpose of this course is to provide the Women's Health Nurse Practitioner student an in-depth study of the health care management of women within the framework of advanced nursing. The focus is on selected acute and chronic complex health care problems. Emphasis is on the interaction among health care providers in a culturally diverse environment.

**Prerequisite:** MCN 542 Minimum Grade of C

**Corequisite:** MCN 545

**MCN 545 Women's Health NP Pract II 3 cr**

The purpose of this course is to provide opportunity for the Women's Health Nurse Practitioner student to practice within an advanced nursing framework. The focus is on the role of the advanced practice nurse in the health care management of women. Emphasis is on collaboration with other health care providers in a culturally diverse environment.

**Corequisite:** MCN 544

**MCN 546 Women's Health NP Prac III 4 cr**

The purpose of this culminating course is to provide a preceptor and faculty facilitated experience 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.

**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 course is to provide a forum for the evaluation of issues and trends encountered in advanced women's health nursing care. Emphasis is on critical analysis and management of issues by the Women's Health Nurse Practitioner student in an interdisciplinary health care system.

**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**

The purpose of this first didactic course is to prepare Pediatric Primary Care Nurse Practitioner students to assess, diagnose, and manage selected health care needs of children. Emphasis is placed on synthesis and application of nursing and related theories and scientific knowledge to development of differential diagnoses as a basis for health promotion and management.

**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 didactic course is to prepare the Pediatric Primary Care Nurse Practitioner student to identify and implement appropriate health promotion and disease prevention strategies for children from birth to adolescence. The focus is on the advanced practice nursing of children and families in primary care settings. Emphasis is placed on health promotion/disease prevention with strategic planning at the primary, secondary, and tertiary levels of prevention. Various issues are explored pertinent to the advanced practice role.

**Corequisite:** MCN 548

**MCN 552 Pediatric Prim Care NP I 3 cr**

The purpose of this didactic course is to prepare the Pediatric Primary Care Nurse Practitioner student to assess, diagnose, and manage selected health care needs of children from birth to school age. The focus is on advanced practice nursing with children and families in primary care settings. Emphasis is on the wellness, and the pathophysiology and epidemiology underlying acute and chronic health problems.

**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 the Pediatric Primary Care Nurse Practitioner student to apply concepts in select clinical settings. Focus is on advanced practice nursing with children and families in primary care settings. The emphasis is on diagnostic reasoning and decision making/critical thinking.

**Prerequisite:** NU 578 Minimum Grade of C

**Corequisite:** MCN 552

**MCN 554 Pediatric Primary Care NP II 3 cr**

The purpose of this course is to provide the Pediatric Primary Care Nurse Practitioner student an in-depth study of the health care management of children from school age to adolescence within the framework of advanced nursing. The focus is on selected acute and chronic complex health problems. Emphasis is on the interaction among health care providers in a culturally diverse environment.

**Prerequisite:** MCN 552 Minimum Grade of C

**Corequisite:** MCN 555

**MCN 555 Ped Prim Care NP Prac II 3 cr**

The purpose of this course is to provide opportunity for the Pediatric Primary Care Nurse Practitioner student to practice within an advanced nursing framework. The focus is on the role of the advanced practice nurse in the health care management of children. Emphasis is on collaboration with other health care providers in a culturally diverse environment.

**Corequisite:** MCN 554

**MCN 556 Ped Prim Care NP Pract III 4 cr**

The purpose of this culminating course is to provide a preceptor and faculty facilitated experience 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.

**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 course is to provide a forum for the evaluation of issues and trends encountered in advanced pediatric primary care health nursing. Emphasis is on critical analysis and management of issues by the Pediatric Primary Care Nurse Practitioner in an interdisciplinary health care delivery system.

**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**

The course will introduce the Acute Pediatric Nurse Practitioner student to entry level NP decision making, evidenced based practice, documentation and resource optimization with an introductory emphasis on critical thinking skills in the development of appropriate history and examination, assessment, differential diagnosis, as well as diagnostic and treatment plans for pediatric patients in primary and acute care settings, as they prepare to start clinical rotations.

**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 course provides Acute Care Pediatric Nurse Practitioner students to assess, diagnose, and manage selected health care needs of children. The focus is on advanced practice nursing with children and families in acute care settings, evaluation diagnostic probability, evidenced based care and managing both inpatient and primary health care needs. Emphasis is placed on wellness, pathophysiology and epidemiology underlying acute and chronic health problems, as well as diagnostic reasoning, articulation of evidence based management plans, decision making, critical thinking and resource optimization.

**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**

This course provides an opportunity for the Acute Care Pediatric Nurse Practitioner student to apply concepts from Acute Care Pediatric Nurse Practitioner I course in select clinical inpatient and outpatient settings. The emphasis is on diagnostic reasoning, articulation of evidence based management plans, decision making, critical thinking and resource optimization. Practicum experiences will include primary care, inpatient hospitalist rotations, pediatric surgery rotations and urgent care rotations.

**Prerequisite:** NU 578 Minimum Grade of C

**Corequisite:** MCN 562

**MCN 564 Pediatric Acute Care NP II 3 cr**

This course prepares Acute Care Pediatric Nurse Practitioner students to assess, diagnose, and manage selected health care needs of both acute and chronically ill children, focusing on technology dependent children, hematology, transplant, infectious disease as well as those with hematological, medical and surgical emergencies. Emphasis is on diagnostic reasoning, articulation of evidence based management plans, decision making, critical thinking and resource optimization.

**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**

This course provides an opportunity for the Acute Care Pediatric Nurse Practitioner student to apply concepts from Acute Care Pediatric Nurse Practitioner II in select clinical inpatient and outpatient settings. The emphasis is on diagnostic reasoning, articulation of evidence based management plans, decision making, critical thinking and resources optimization. Practicum experiences will include chronic subspecialty clinics and inpatient environments.

**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**

This course provides an opportunity for the Acute Care Pediatric Nurse Practitioner student to apply concepts from Acute Care Pediatric Nurse Practitioner III in select clinical inpatient and outpatient settings. The emphasis is on diagnostic reasoning, decision making/critical thinking and resource utilization. Practicum experiences will include emergency departments and critical care/intensive care units.

**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**

This course prepares the Acute Care Pediatric Nurse Practitioner student to appropriately assess, diagnose and manage selected acute, emergent, unstable and life threatening pediatric health care conditions, focusing on psychiatric emergencies, trauma, shock, burns, organ failure, toxicology/ingestions, environmental exposures, neurological presentations, as well as those requiring life support and end of life/palliative care, as the student prepares to graduate and assume a professional ACPNP role. The focus is on application and synthesis of knowledge and skills acquired in all previous courses.

**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**

The purpose of this first didactic course is to prepare Advanced Neonatal Nurse Practitioner students to assess, diagnose, and manage selected health care needs of neonates. Emphasis is placed on synthesis and application of nursing and related theories and scientific knowledge to the development of differential/nursing diagnoses as a basis for health promotion and management.

**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 didactic course is to prepare the Neonatal and Acute Care Pediatric Nurse Practitioner students to identify and implement appropriate health promotion and disease prevention strategies for the neonate to age 21 years. The focus is on the advanced practice nursing of individuals and families in primary care settings. Emphasis is placed on health promotion/disease prevention with strategic planning at the primary, secondary and tertiary levels of prevention. Various issues are explored pertinent to the advanced practice role.

**MCN 572 Neonatal NP I 3 cr**

The purpose of this didactic course is to prepare the Advanced Neonatal Nurse Practitioner student to assess, diagnose, and manage selected health care needs of neonates. The focus is on neonates and families in primary, acute, and chronic health care settings. Emphasis is placed on wellness and the 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 the Advanced Neonatal Nurse Practitioner student to apply concepts in select clinical settings. Focus is on advanced nursing practice with neonates and their families in primary, acute, and chronic health care settings. The emphasis is on diagnostic reasoning and decision making/critical thinking.

**Prerequisite:** NU 578 Minimum Grade of C

**Corequisite:** MCN 572

**MCN 574 Neonatal NP II 3 cr**

The purpose of this course is to provide the Advanced Neonatal Nurse Practitioner student an in-depth study of the neonate within the framework of nursing. The focus is on selected acute and chronic complex health problems of neonates in the primary, acute, and chronic care settings. Emphasis is on the interaction among health care providers in a culturally diverse environment.

**Prerequisite:** MCN 572 Minimum Grade of C

**Corequisite:** MCN 575

**MCN 575 Neonatal NP Prac II 3 cr**

The purpose of this course is to provide opportunity for the Advanced Neonatal Nurse Practitioner student to practice within an advanced nursing framework. The focus is on the role of the advanced practice nurse in the management of the neonate. Emphasis is on collaboration with other health care providers in a culturally diverse environment.

**Corequisite:** MCN 574

**MCN 576 Neonatal NP Pract III 4 cr**

The purpose of this culminating course is to provide a preceptor-faculty facilitated experience in the Advanced Neonatal Nurse Practitioner role. The focus is on the application and synthesis of knowledge and skills acquired in all previous courses.

**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 course is to provide a forum of the evaluation of issues and trends encountered in advanced neonatal nursing care. Emphasis is on critical analysis and management of issues by the Advanced Neonatal Nurse Practitioner in an interdisciplinary health care system.

**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 CI 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 learn the processes embedded in developing a doctoral synthesis project. The course will address all aspects of project planning and development as a preliminary step to the Acute Care Pediatric Nurse Practitioner students' selection of a topic or phenomenon of interest for the project and will incorporate well-built questions, search strategies and outcomes, identification of resources needed, plan for evaluation and dissemination.

**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 (may be taken concurrently) Minimum Grade of C)

**MCN 617 Pediatric Acute Care NP Res I 3 cr**

Theories of leadership, motivation, power, and change are used to influence change in health care organizations. This course will implement evidence-based clinical models and evaluate their effectiveness in health outcomes. The student will synthesize, critique, and apply evidence to support quality clinical or organizational practices. In this mentored and supervised experience, the student will work with the primary faculty advisor to complete projects and advance their selected practice area. The student will have access to and authority for expanded scope of practice to master the DNP competencies. Residency sites will depend upon the student's career trajectory and approval by collaborating faculty. During the residency semester, students must participate in scheduled scholarly seminars online. Clinical hours of direct practice/management is required.

**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**

Provides students the opportunity to fully express all DNP competencies. The student, guided by the faculty facilitator, will implement the scholarly doctoral system's change project.

**Prerequisite:** MCN 617 Minimum Grade of C and NU 616 (may be taken concurrently) Minimum Grade of C

**MCN 619 Pediatric Acute Care NP Res III 3 cr**

Final course in residency series as student continues to implement and evaluate project plan. Provides student the opportunity to fully express all DNP competencies. The student, guided by the core faculty and advisor, completes quality improvement evidence-based system's change project.

**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 learn the processes embedded in developing a doctoral synthesis project. The course will address all aspects of project planning and development as a preliminary step to the women's health nurse practitioner student's selection of a topic or phenomenon of interest for the project and will incorporate well-built questions, search strategies and outcomes, identification of resources needed, plan for evaluation and dissemination.

**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 (may be taken concurrently) Minimum Grade of C)

**MCN 645 Women's Health NP Residency I 3 cr**

Theories of leadership, motivation, power, and change are used to influence change in health care organizations. This course will implement evidence-based clinical models and evaluate their effectiveness in health outcomes. The women's health nurse practitioner student will synthesize, critique, and apply evidence to support quality clinical or organizational practices. In this mentored and supervised experience, the women's health nurse practitioner student will work with the primary faculty advisor to complete projects and advance their selected practice area. The women's health nurse practitioner student will have access to and authority for expanded scope of practice to master the DNP competencies. Residency sites will depend upon the women's health nurse practitioner student's career trajectory and approval by collaborating faculty. During the residency semester, the women's health nurse practitioner student must participate in scheduled scholarly seminars online. Clinical hours of direct practice/management is required.

**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**

Provides women's health nurse practitioner students the opportunity to fully express all DNP competencies. The women's health nurse practitioner student, guided by the faculty facilitator, will implement the scholarly doctoral system's change project.

**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**

Final course in residency series as women's health nurse practitioner student continues to implement and evaluate project plan. Provides women's health nurse practitioner student the opportunity to fully express all DNP competencies. The women's health nurse practitioner student, guided by the core faculty and advisor completes quality improvement evidence-based system's change project.

**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 learn the processes embedded in developing a doctoral synthesis project. The course will address all aspects of project planning and development as a preliminary step to the pediatric primary care nurse practitioner student's selection of a topic or phenomenon of interest for the project and will incorporate well-built questions, search strategies and outcomes, identification of resources needed, plan for evaluation and dissemination.

**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 (may be taken concurrently) Minimum Grade of C)

**MCN 655 Ped Prim Care NP Residency I 3 cr**

Theories of leadership, motivation, power, and change are used to influence change in health care organizations. This course will implement evidence-based clinical models and evaluate their effectiveness in health outcomes. The pediatric primary care nurse practitioner student will synthesize, critique, and apply evidence to support quality clinical or organizational practices. In this mentored and supervised experience, the pediatric primary care nurse practitioner student will work with the primary faculty advisor to complete projects and advance their selected practice area. The pediatric primary care nurse practitioner student will have access to and authority for expanded scope of practice to master the DNP competences. Residency sites will depend upon the pediatric primary care nurse practitioner student's career trajectory and approval by collaborating faculty. During the residency semester, the pediatric primary care nurse practitioner student must participate in scheduled scholarly seminars online. Clinical hours of direct practice/management is required.

**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**

Provides pediatric primary care nurse practitioner students the opportunity to fully express all DNP competencies. The pediatric primary care nurse practitioner student, guided by the faculty facilitator, will implement the scholarly doctoral system's change project.

**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**

Final course in residency series as the Pediatric Primary Care Nurse Practitioner student continues to implement and evaluate project plan. Provides the Pediatric Primary Care Nurse Practitioner student the opportunity to fully express all DNP competencies. The Pediatric Primary Care Nurse Practitioner student, guided by the core faculty and advisor completes quality improvement evidence-based system's change project.

**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 learn the processes embedded in developing a doctoral synthesis project. The course will address all aspects of project planning and development as a preliminary step to the neonatal nurse practitioner students' selection of a topic or phenomenon of interest for the project and will incorporate well-built questions, search strategies and outcomes, identification of resources needed, plan for evaluation and dissemination.

**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 (may be taken concurrently) Minimum Grade of C)

**MCN 675 NNP Residency I 3 cr**

Theories of leadership, motivation, power, and change are used to influence change in health care organizations. This course will implement evidence-based clinical models and evaluate their effectiveness in health outcomes. The neonatal nurse practitioner student will synthesize, critique, and apply evidence to support quality clinical or organizational practices. In this mentored and supervised experience, the neonatal nurse practitioner student will work with the primary faculty advisor to complete projects and advance their selected practice area. The neonatal nurse practitioner student will have access to and authority for expanded scope of practice to master the DNP competences. Residency sites will depend upon the neonatal nurse practitioner student's career trajectory and approval by collaborating faculty. During the residency semester, the neonatal nurse practitioner student must participate in scheduled scholarly seminars online. Clinical hours of direct practice/management is required.

**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**

Provides neonatal nurse practitioner students the opportunity to fully express all DNP competencies. The neonatal nurse practitioner student, guided by the faculty facilitator, will implement the scholarly doctoral system's change project.

**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**

Final course in residency series as neonatal nurse practitioner student continues to implement and evaluate project plan. Provides neonatal nurse practitioner student the opportunity to fully express all DNP competencies. The neonatal nurse practitioner student, guided by the core faculty and advisor completes quality improvement evidence-based system's change project.

**Prerequisite:** MCN 676 Minimum Grade of C and NU 612 (may be taken concurrently) Minimum Grade of C

**MCN 692 MCN DNP Incomplete Extension 3 cr**

Students will register for this course to complete residency course work under supervision of faculty. Students must remain continuously enrolled until all residency requirements are completed.

**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-geron 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 HSC 343 Minimum Grade of C and NU 311 Minimum Grade of C and HSC 342 Minimum Grade of C

**Corequisite:** NU 301

**NU 301 Foundations of Prof Nsg Clin 3 cr**

Application of concepts and theories related to health promotion and maintenance, illness care, and rehabilitation with an adult-geron 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-geron 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 (HSC 243 Minimum Grade of C or HSC 343 Minimum Grade of C) and NU 311 Minimum Grade of C and HSC 342 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 ensuring quality and safety.

**Prerequisite:** (NU 325 (may be taken concurrently) or NU 311 (may be taken concurrently)) and (NU 327 (may be taken concurrently) or 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.

**Prerequisite:** (NU 311 Minimum Grade of C and NU 312 Minimum Grade of C and NU 325 Minimum Grade of C and NU 327 Minimum Grade of C and HSC 343 Minimum Grade of C)

**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 312 Clinical Skills Immersion 1 cr**

Application of 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 on the role of the professional nurse and on the use of the nursing process with an adult-gerontology population in a variety of community based settings.

**Prerequisite:** (NU 325 (may be taken concurrently) Minimum Grade of C and NU 311 (may be taken concurrently) Minimum Grade of C)

**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 NU 312 Minimum Grade of C and HSC 343 Minimum Grade of C and HSC 342 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 404 EBP & Informatics 3 cr**

This course is designed for Registered Nurse students to apply principles of research, evidence-based practice (EBP) and informatics to practice problems. The focus of the course is interpreting and incorporating research for the improvement of health care. Emphasis is on critical appraisal of research and use of data in quality improvement.

**NU 409 Leadership and Management 3 cr**

The purpose of this course is to provide students the opportunity to integrate leadership roles and functions, management strategies, 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.

**Prerequisite:** CMN 350 Minimum Grade of C and CMN 351 Minimum Grade of C and MCN 347 Minimum Grade of C and MCN 348 Minimum Grade of C and NU 304 Minimum Grade of C and HSC 342 Minimum Grade of C

**Corequisite:** AHN 447, AHN 448

**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 311 Minimum Grade of C and NU 304 Minimum Grade of C and NU 312 Minimum Grade of C and NU 325 Minimum Grade of C)

**Corequisite:** NU 412

**NU 415 Seminar in Issues & Trends 3 cr**

The purpose of this course is to introduce Registered Nurse students to a comprehensive array of current issues and trends affecting nursing and health care in society. Emphasis is on the development of professional nursing contributions to the healthcare environment. The focus is on comprehending factors affecting policy generation and implementation. Prerequisites: Completion of all non-nursing prerequisites.

**NU 422 Healthcare Leadership & Collab 3 cr**

The purpose of this course is to continue the professional development of Registered Nurse students through initiation leadership and collaborative roles in healthcare or community settings. The course focuses on professionalism, leadership roles and functions, management strategies, and emerging trends in nursing and health care. The emphasis of the course is on the professional nurse as a leader in improving health care. Activities include a practice integrated experience application of quality improvement process to promote optimal health care delivery.

**NU 430 Nsg Care Critical Ill Patient 3 cr**

The purpose of this course is to provide students the opportunity to analyze theories and concepts related to caring for the critically ill patient across the lifespan. Content related to higher level nursing skills commonly used in the critical care setting and environmental factors affecting the care of critically ill patients will be emphasized. The role of the professional nurse in health promotion and maintenance, illness care, and rehabilitation of the critically ill will be a focus.

**Prerequisite:** (AHN 330 Minimum Grade of C or AHN 447 Minimum Grade of C) and (AHN 331 Minimum Grade of C or AHN 448 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 cr**

Culminating clinical practice course to provide students an in-depth 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 focus on leadership and management, and application of the nursing process theories, concepts, research, issues and trends in caring for patients in a variety of preceptorship placements in acute and community settings.

**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 412

**NU 461 Integration Prof Practice - W 4 cr**

The purpose of this course is to provide Registered Nurse students the opportunity to integrate professional role characteristics with a capstone practice integrated experience. This in-depth learning activity draws on prior work in evidence-based practice, nursing role development, scientific and humanistic foundations, and collaboration. The focus is on application of principles of leadership to create a substantive activity contributing to healthcare improvement. Emphasis is on implementation and evaluation of an initiative in a selected practice setting addressing a health need or problem.

**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 502 Sexual Assault Vic Practicum 1 cr**

The purpose of this course is to provide nursing students opportunities to apply didactic principles to ensure competency in the care of the sexually traumatized patient with particular emphasis on complex forensic histories involving special populations and challenging treatment situations. Students will conduct forensic interviews, exams, preserve evidence, and determine proper techniques involving patients from diverse cultural backgrounds. Students will identify, critical analyze, determine follow up, and evaluate patient responses that may include a variety of cultural, economic, and physical challenges.

**Prerequisite:** NU 500 (may be taken concurrently) Minimum Grade of C

**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 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**

This course serves as a one of three practicum courses in the Addictions Subspecialty nursing program. The purpose of this practicum course is preparation in prevention, screening, assessment, diagnosing, and management/treatment including recovery care of OUD/SUD integrated health care and telehealth settings across the lifespan. While preparation is across the life span, emphasis will be focused on child, adolescent, and transitional-age populations.

**Corequisite:** HSC 580

**NU 511 Addictions Practicum II 2 cr**

This course serves as a one of three practicum courses in the Addictions Subspecialty nursing program. The purpose of this practicum course is preparation in prevention, screening, assessment, diagnosing, and management/treatment including recovery care of OUD/SUD integrated health care and telehealth settings across the lifespan. While preparation is across the life span, emphasis will be focused on child, adolescent, and transitional-age populations.

**Prerequisite:** (NU 510 Minimum Grade of C and HSC 580 Minimum Grade of C)

**Corequisite:** HSC 581

**NU 512 Addictions Practicum III 2 cr**

This course serves as a one of three practicum courses in the Addictions Subspecialty nursing program. The purpose of this practicum course is preparation in prevention, screening, assessment, diagnosing, and management/treatment including recovery care of OUD/SUD integrated health care and telehealth settings across the lifespan. While preparation is across the life span, emphasis will be focused on child, adolescent, and transitional-age populations.

**Prerequisite:** (NU 510 Minimum Grade of C and NU 511 Minimum Grade of C and HSC 580 Minimum Grade of C and HSC 581 Minimum Grade of C)

**Corequisite:** HSC 582

**NU 513 Addictions Practicum IV 4 cr**

This course serves as an optional fourth practicum in the Additions Specialty nursing program. The purpose of this practicum course is reinforcement of prevention, screening, assessment, diagnosing, and management/treatment including recovery care of OUD/SUD and other addiction disorders within integrated health care and telehealth settings across the lifespan. Emphasis will be focused on child through geriatric age population.

**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 course is to introduce students to the role of the Clinical Nurse Specialist and examine the epidemiologic, assessment, diagnostic, management and evaluation of adolescent/adult/old adult patients across the continuum of healthcare services (from wellness through acute care). The course focuses on health promotion, health protection, and disease management of patients with cardiovascular, pulmonary, and musculoskeletal health issues to include differential diagnoses and pharmacotherapeutics. The course explores the dynamic interplay between the pathophysiologic basis of disease and the psychosocial and socio-cultural responses to acute illness and injury as clinical decision-making skills are developed. Emphasis within the course is placed on synthesizing and applying the core competencies of the Clinical Nurse Specialist.

**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**

The purpose of this course is to integrate advanced pharmacology and pathophysiology, and assessment for the provision of advanced nursing care across the continuum of healthcare services (from wellness through acute care) to meet the specialized needs of adolescent/adult/old adult patients. The course focuses on health promotion, health protection, and disease management of patients with endocrine, neurologic, gastrointestinal, renal, and genitourinary health problems. Emphasis within the course is placed on the CNS's influence on health care incorporating the perspectives of technology, social justice, fiscal stewardship, patient advocacy, and evidence-based practice.

**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 course is to provide a forum for the analysis, synthesis, and application of knowledge required for the CNS role in the management of acute and chronic problems as well as management and prevention of exacerbations of chronic health problems from adolescent/adult/older adult age groups. The course focuses on health promotion, health protection, and disease management of patients with hematology/oncology, immunology, infectious disease, integumentary, and psychosocial health issues. The emphasis is on the CNS spheres of influence 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 from diverse cultural and ethnic backgrounds. Potential for contributions and entrepreneurial opportunities within nursing will be addressed.

**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 Adv Nursing 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 520 NU MSN Incomplete Extension 1-5 cr****NU 526 Trauma-Informed Integrated Behavioral Healthcare Practicum I 1 cr**

The purpose of this practicum course is to prepare graduate nursing students in interprofessional behavioral health assessment, and professionalism in trauma-informed care in integrated settings serving patients across the life-span. While preparation is across the life span with emphasis focused on child through transitional age population.

**Corequisite:** HSC 512

**NU 527 Trauma-Informed Integrated Behavioral Healthcare Practicum II 2 cr**

This course serves as the second of three practicum courses in the Trauma-Informed Integrated Behavioral Healthcare nursing subspecialty. The purpose of this practicum course is to prepare the graduate nursing student to apply knowledge of screening, intake, intervention and trauma-informed care in integrated telehealth settings serving across the lifespan with emphasis on child through transitional age populations.

**Prerequisite:** (NU 526 Minimum Grade of C and HSC 512 Minimum Grade of C)

**Corequisite:** HSC 511

**NU 528 Trauma-Informed Integrated Behavioral Healthcare Practicum III 2 cr**

This course serves as the third of three practicum courses in the Trauma-Informed Integrated Behavioral Healthcare nursing subspecialty. The purpose of this practicum course is to prepare graduate nursing students to participate in screening, intake, intervention, and trauma-informed care in integrated settings serving across the lifespan with emphasis on child through transitional age populations.

**Prerequisite:** (NU 526 Minimum Grade of C and NU 527 Minimum Grade of C and HSC 511 Minimum Grade of C and HSC 512 Minimum Grade of C)

**Corequisite:** HSC 510

**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 Nurse Ldr Pract 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 pathological conditions.

**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 (may be taken concurrently) 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 (may be taken concurrently) Minimum Grade of C  
**Corequisite:** NU 553

**NU 556 Informatics & Qual Care Improv 3 cr**

The purpose of this course is to focus on quality improvement models and methods which will use client outcome measures across a broad range of health care settings. Emphasis will be placed on Continuous Quality Improvement (CQI) methods and their relationships with current health care systems.

**Prerequisite:** ISC 555 Minimum Grade of C and NU 565 (may be taken concurrently) Minimum Grade of C and NU 539 (may be taken concurrently) Minimum Grade of C and ISC 550 (may be taken concurrently) Minimum Grade of C and NU 554 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.

**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 (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 NU 608 (may be taken concurrently) 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.

**Corequisite:** NU 558

**NU 560 Adm & Mgt for Adv Nsg Practice 3 cr**

The purpose of this course is to examine concepts and methods of nursing administration. The focus is on management of physical, financial, and human resources in dynamic healthcare systems. Emphasis is on leadership, communication, interprofessional team functioning, and collaboration and to meet healthcare needs in 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**

The purpose of this course is to introduce the role of the nurse executive. The course focuses on role expectations and professional competency requirements. Emphasis within the course is placed on the influential role of the nurse executive in improving patient care, improving health of populations, and reducing healthcare costs.

**Corequisite:** NU 566

**NU 563 Exec Admin Clin Progression 1-4 cr**

The purpose of this progression practicum is to facilitate student independence in the Executive Nurse Administrator 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 Executive Nurse Administrator role.

**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 (may be taken concurrently) Minimum Grade of C

**NU 566 Nursing Admin Field Study 4 cr**

The purpose of this first practicum course is to provide the nurse executive student a faculty and preceptor facilitated clinical experience in a healthcare setting. The course focuses on the professional role and competencies of the nurse executive. Emphasis within the course is placed on the application and synthesis of knowledge and skills acquired in previous courses.

**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**

The purpose of this culminating practicum course is to provide students a faculty and preceptor facilitated clinical experience in a healthcare setting. The course focuses on continued professional role and competencies development of the nurse executive. Emphasis within the course is placed on the application and synthesis of knowledge and skills acquired in previous courses.

**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**

The purpose of this course is to prepare students for the role of nurse executive. The course focuses on professional competency development. Emphasis within the course is placed on strategic planning, governance, regulations, politics, and current issues trend.

**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 course is the first course in a series of four didactic courses for the Emergency Nurse Practitioner student. The purpose of this didactic course is to prepare Emergency Nurse Practitioner students to assess, diagnose, and manage the health care needs of patients across the lifespan in emergent, urgent, and ambulatory care settings. Emphasis is placed on (1) synthesis and application of critical thinking, diagnostic reasoning, and scientific knowledge in the development of differential as a basis of care management; (2) treatment of acute health problems across the lifespan based on current evidence-based practice; and (3) collaboration and communication among health care providers in culturally diverse environment. The focus of this course is on the advanced practice nursing role in caring for individuals in the emergency care settings with thoracic-respiratory and cardiovascular disorders.

**Corequisite:** NU 571

**NU 571 Emergency NP Practicum I 1-3 cr**

This course is the third course in a series of four practicum courses for the Emergency Nurse Practitioner student that will provide intensive study into clinical specialty. The purpose of this practicum course is to provide the Emergency Nurse Practitioner student the opportunity to apply and integrate knowledge acquired thorough coursework. Development and refinement of clinical expertise in advanced emergency nursing is expected throughout the four clinical courses. The focus is on advanced practice nursing role in caring for individuals of all ages in the emergency care setting.

**Prerequisite:** NU 578 Minimum Grade of C

**Corequisite:** NU 570

**NU 572 Emergency NP II 2 cr**

This course is the second course in a series of four didactic courses for the Emergency Nurse Practitioner student. The purpose of the didactic courses is to prepare Emergency Nurse Practitioner students to assess, diagnose, and manage the health care needs of patients across lifespan in emergent, urgent, ambulatory care settings. Emphasis is placed on (1) synthesis and application of critical thinking, diagnostic reasoning, and scientific knowledge in acute health problems across the lifespan based on current evidence based practice; and (3) collaboration and communication among health care providers in culturally diverse environment. The focus is on the advanced practice nursing role in caring for individuals in the emergency care setting with dermatologic, abdominal, and non-traumatic musculoskeletal disorders.

**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**

This course is the second course in a series of three practicum courses for the Emergency Nurse Practitioner student that will provide intensive study into clinical specialty. The purpose 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 advanced emergency nursing is expected throughout the four clinical courses. The focus is on advanced practice nursing role in caring for individuals of all ages in the emergency care setting.

**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 course is the third course in a series of four didactic courses for the Emergency Nurse Practitioner student. The purpose of the didactic courses is to prepare Emergency Nurse Practitioner students to assess, diagnose, and manage the health care needs of patients across the lifespan in emergent, urgent, ambulatory care settings. Emphasis is placed on (1) synthesis and application of critical thinking, diagnostic reasoning, and scientific knowledge in the development of differential diagnosis as a basis for care management; (2) the treatment of acute health problems across the lifespan based on current evidence based practice; and (3) collaboration and communication among health care providers in a culturally diverse environment. The focus is on the advanced practice nursing role in caring for individuals in the emergency care setting with renal, genitourinary, endocrine, nervous, and head, eye, ear, nose, and throat system disorders.

**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**

This course is the third course in a series of four practicum courses for the Emergency Nurse Practitioner student that will provide intensive study into clinical 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 advanced emergency nursing is expected throughout the four clinical courses. The focus is on advanced practice nursing role in caring for individuals of all ages in the emergency care setting.

**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**

This course is the final course in a series of four didactic courses for the Emergency Nurse Practitioner student. The purpose of the didactic courses is to prepare Emergency Nurse Practitioner students to assess, diagnose, and manage the health care needs of patients across the lifespan in emergent, urgent, and primary care settings. Emphasis is placed on (1) synthesis and application of critical thinking, diagnostic reasoning, and scientific knowledge in the development of differential diagnosis as a basis for care management; (2) the treatment of acute health problems across the lifespan based on current evidence based practice; and (3) collaboration and communication among health care providers in a culturally diverse environment. The focus is on advanced practice nursing role in caring for individuals in the emergency care setting with traumatic and psychiatric disorders.

**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**

This course is the final course in a series of four practicum courses for the Emergency Nurse Practitioner student that will provide intensive study into clinical 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 advanced emergency nursing is expected throughout the four clinical courses. The focus is on the advanced practice nursing role in caring for individuals of all ages in the emergency care setting.

**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 emergency nurse practitioner student to identify and implement appropriate and culturally competent health promotion and disease prevention strategies across the lifespan. The focus is on the advanced practice nursing of individuals and families in primary and emergency care settings. Emphasis is placed on health promotion and disease prevention with strategic planning at the primary, secondary and tertiary levels of prevention. Various issues are explored pertinent to the advanced practice nurse role.

**NU 581 Family/Emergency NP I 5 cr**

This course is the first course in a series of four didactic courses for the emergency nurse practitioner student. The purpose of this didactic course is to prepare emergency nurse practitioner students to assess, diagnose, and manage the health care needs of patients across the lifespan in emergent, urgent, and primary care settings. Emphasis is placed on (1) synthesis and application of critical thinking, diagnostic reasoning, and scientific knowledge in the development of differential diagnosis as a basis for care management; (2) the treatment of acute health problems across the lifespan based on current evidence-based practice; and (3) collaboration and communication among health care providers in a culturally diverse environment. The focus of this course is on the advanced practice nursing role in caring for individuals in the primary and emergency care setting with disorders of selected body systems.

**Corequisite:** NU 582

**NU 582 Family/Emerg NP Practicum I 2 cr**

This course is the first course in a series of four practicum courses 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.

**Prerequisite:** NU 578 Minimum Grade of C

**Corequisite:** NU 581



**NU 583 Family/Emergency NP II 5 cr**

This course is the second course in a series of four didactic courses where the Emergency Nurse Practitioner student will continue to develop and define assessment, diagnostic, and management skills needed to care for patients across the lifespan in emergent, urgent, and primary care settings. Emphasis is placed on (1) synthesis and application of critical thinking, diagnostic reasoning, and scientific knowledge in the development of differential diagnosis as a basis for care management; (2) the treatment of acute and chronic health problems across the lifespan based on current evidence-based practice; and (3) collaboration and communication among health care providers in a culturally diverse environment. The focus of this course is on the advanced practice nursing role in caring for individuals in the primary and emergency care setting with disorders of selected body systems.

**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**

This course is the second course in a series of four practicum courses 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.

**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 course is the third course in a series of four didactic courses where the emergency nurse practitioner student will continue to develop and define assessment, diagnostic, and management skills needed to care for patients across the lifespan in emergent, urgent, and primary care settings. Emphasis is placed on (1) synthesis and application of critical thinking, diagnostic reasoning, and scientific knowledge in the development of differential diagnosis as a basis for care management; (2) the treatment of acute and chronic health problems across the lifespan based on current evidence-based practice; and (3) collaboration and communication among health care providers in a culturally diverse environment. The focus of this course is on the advanced practice nursing role in caring for individuals in the primary and emergency care setting with disorders of selected body systems.

**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**

This course is the third course in a series of four practicum courses 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.

**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**

This course is the final course in a series of four didactic courses where the Emergency Nurse Practitioner student will continue to develop and define assessment, diagnostic, and management skills needed to care for patients across the lifespan in emergent, urgent, and primary care settings. Emphasis is placed on (1) synthesis and application of critical thinking, diagnostic reasoning, and scientific knowledge in the development of differential diagnosis as a basis for care management; (2) treatment of acute and chronic health problems across the lifespan based on current evidence-based practice; and (3) collaboration and communication among health care providers in a culturally diverse environment. The focus of this course is on the advanced practice nursing role in caring for individuals in the primary and emergency care setting with disorders of selected body 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**

This course is the final course in a series of four practicum courses 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.

**Prerequisite:** NU 585 Minimum Grade of C and NU 586 Minimum Grade of C

**Corequisite:** NU 587

**NU 589 Family/Emerg NP CI 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 607 Scientific Underpinnings Adv Nsg 3 cr**

The purpose of this course is for the MSN/DNP student to explore the scientific underpinnings that define the nature of health and healthcare delivery and to provide the basis for practice at the highest level of nursing. The focus of this course is to explore the structure and nature of nursing science as it relates to advanced nursing practice. The course emphasis is on the exploration of a clinically relevant phenomena of interest that will be examined from the philosophical, theoretical, ethical, and conceptual context.

**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 health care financing, practice regulation, access, safety, quality, and efficacy. The course focuses on major contextual factors and policy triggers that influence health policy making at various levels. Principles of finance, business, and health care economics will be presented. The course emphasis is on developing essential competencies in health care policy advocacy and health care financing.

**NU 611 Translat Evidence Practice Sys 3 cr**

The purpose of this course for the DNP student is to provide the methodological basis for translating evidence into practice systems in a variety of healthcare settings. The course focuses on locating, evaluating, synthesizing, channeling, applying, and explaining appropriate findings from laboratory and experimental settings to improve the efficiency and effectiveness of nursing care. The course emphasis is on the use of applied techniques for evidence translation with an exploration of ethics and the protection of human research subjects.

**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 for the DNP student is to explore the multifaceted issues pertaining to population health and health promotion in the local, regional, national, and global populations across the lifespan. The course focuses on health issues and strategies to eliminate health disparities across all population groups. The course emphasizes the use of health surveillance measures and determinants of health to characterize geographical locations and population groups as well as effective health promotion and disease and accident 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.

**NU 615 Qual Improv & Outcomes Assmnt 3 cr**

The purpose of this course is to build on the foundation established in NU 608 Evidence Based Practice and Quality Improvement in Healthcare Systems to provide the DNP student with additional 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 Mknng 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 learn the processes embedded in developing a doctoral synthesis project. The course will address all aspects of project planning and development as a preliminary step to the Nursing Informatics students' selection of a topic or phenomenon of interest for the project and will incorporate well-built questions, search strategies and outcomes, identification of resources needed, plan for evaluation and dissemination.

**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 (may be taken concurrently) Minimum Grade of C)

**NU 657 Nursing Informatic Residency I 3-6 cr**

Theories of leadership, motivation, power, and change are used to influence change in health care organizations. This course will implement evidence-based clinical models and evaluate their effectiveness in health outcomes. The Nursing Informatics student will synthesize, critique, and apply evidence to support quality clinical or organizational practices. In this mentored and supervised experience, the Nursing Informatics student will work with the primary faculty advisor to complete projects and advance their selected practice area. The Nursing Informatics student will have access to and authority for expanded scope of practice to master the DNP competencies. Residency sites will depend upon the Nursing Informatics student's career trajectory and approval by collaborating faculty. During the residency semester, student must participate in scheduled scholarly seminars online.

**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**

Provides Nursing Informatics students the opportunity to fully express all DNP competencies. The Nursing Informatics student, guided by the faculty facilitator, will implement the scholarly doctoral system's change project.

**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**

Final course in residency series as Nursing Informatics student continues to implement and evaluate project plan. Provides Nursing Informatics student the opportunity to fully express all DNP competencies. The Nursing Informatics student, guided by the core faculty and advisor completes quality improvement evidence-based system's change project.

**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 learn the processes embedded in developing a doctoral synthesis project. The course will address all aspects of project planning and development as a preliminary step to the Nurse Executive Administration students' selection of a topic or phenomenon of interest for the project and will incorporate well-built questions, search strategies and outcomes, identification of resources needed, plan for evaluation and dissemination.

**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 (may be taken concurrently) Minimum Grade of C)

**NU 662 Nurse Exec Admin Res I 3-6 cr**

Theories of leadership, motivation, power, and change are used to influence change in health care organizations. This course will implement evidence-based clinical models and evaluate their effectiveness in health outcomes. The Nurse Executive Administration student will synthesize, critique, and apply evidence to support quality clinical or organizational practices. In this mentored and supervised experience, the Nurse Executive Administration student will work with the primary faculty advisor to complete projects and advance their selected practice area. The Nurse Executive Administration student will have access to and authority for expanded scope of practice to master the DNP competencies. Residency sites will depend upon the student's career trajectory and approval by collaborating faculty. During the residency semester, the Nurse Executive Administration student must participate in scheduled scholarly seminars online. Clinical hours of direct practice/management is required.

**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**

Provides Nurse Executive Administration students the opportunity to fully express all DNP competencies. The student, guided by the faculty facilitator, will implement the scholarly doctoral system's change project.

**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**

Final course in residency series as the Nurse Executive Administration student continues to implement and evaluate project plan. Provides the Nurse Executive Administration student the opportunity to fully express all DNP competencies. The student, guided by the core faculty and advisor, completes quality improvement evidence-based system's change project.

**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**

In this course, students will begin a systematic investigation of a clinically based topic relevant to the practice of the emergency nurse practitioner. Integration of scientific underpinnings, human caring values, ethical principles, and cultural competencies is expected. Emphasis is placed on developing a proposal for the Doctor of Nursing Practice scholarly project. Students will select and analyze strategies, models, and theories to plan, implement, and evaluate the scholarly 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 (may be taken concurrently) Minimum Grade of C)

**NU 681 Family/Emerg NP Residency I 3 cr**

This course is the first course in a progressive sequence of three residency courses that will develop the Emergency Nurse Practitioner student into a practice scholar. The purpose of the residency course is to integrate the application of leadership, theoretical, and specialty knowledge to improve patient and population health outcomes in the emergency care setting. The focus of this residency course is to provide the Emergency Nurse Practitioner student with faculty supervised and preceptor mentored experiences to begin the development and implementation of the Doctor of Nursing Practice scholarly project.

**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 is the second course in a progressive sequence of three residency courses that will develop the Emergency Nurse Practitioner student into a practice scholar. The purpose of the residency course is to integrate the application of leadership, theoretical, and specialty knowledge to improve patient and population health outcomes in the emergency care setting. The focus of this residency course is to provide the Emergency Nurse Practitioner student with faculty supervised and preceptor mentored experiences to implement the Doctor of Nursing Practice scholarly project.

**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 course is the final course in a progressive sequence of three residency courses that will develop the Emergency Nurse Practitioner student into a practice scholar. The purpose of the residency course is to integrate the application of leadership, theoretical, and specialty knowledge to improve patient and population health outcomes in the emergency care setting. The focus of this residency course is to provide the Emergency Nurse Practitioner student with faculty supervised and preceptor mentored experiences to evaluate the effectiveness of and disseminate the findings of the Doctor of Nursing Practice scholarly project.

**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 692 NU DNP Incomplete Extension 3 cr**

Students will register for this course to complete residency course work under the supervision of faculty. Students must remain continuously enrolled until all residency requirements are completed.

**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
ANDERSON, JENNIFER ANN (janderson@southalabama.edu)	Adult Health Nursing	Assistant 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
BYRD, LISA M. (lbyrd@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, Mississippi College MSN, Mississippi U For Women PHD, University of Southern Miss
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 College MSN, William Carey College



DAVIS, WESLEY DANIEL (wesleydavis@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, Chamberlain College of Nursing  MSN, University of South Alabama DNP, University of South Alabama
DIXON, NERKISSA CURTIS (kcurtisidixon@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama EDD, Walden University
FERRY, JOSEPH FRANK (jferry@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of Tennessee-Knox MSN, University of South Alabama DNP, University of South Alabama
GILLIGAN, MARIE AARON (agilligan@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama
GRAVES, REBECCA JERMYN (rgraves@southalabama.edu)	Adult Health Nursing	Associate Professor	BS, University of Southern Miss BSN, University of South Alabama MSN, University of South Alabama PHD, University of Tennessee-Knox
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
HABOUSH, CHRISTINE H. (haboush@southalabama.edu)	Adult Health Nursing	Assistant Professor	DNP, University of South Alabama BBA, American Univ in Beirut MS, National University BSN, Linfield College MSN, Vanderbilt University DNP, Oregon Health Sciences U ND, Portland Community College ND, Cuny Hunter College ND, Cuny Borough of Manhattan Comm
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 (horton@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
JOHNSON, PAMELA TATE (pamjohnson@southalabama.edu)	Adult Health Nursing	Associate Professor	BSN, Auburn University 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
JOHNSON, ROSANNA (rjohnson@southalabama.edu)	Adult Health Nursing	Assistant Professor	BS, Spring Hill College BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
JONES, LORETTA (lorettajones@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of Mobile MSN, University of Mobile PHD, Univ of Alabama-Birmingham
JONES, TRACY LARUE (tracyljones@southalabama.edu)	Adult Health Nursing	Instructor	BS, Univ of Mississippi Med Center MSN, Univ of Mississippi Med Center
JORDAN, KIMBERLY DAVIS (kimberlyjordan@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, Samford University

LAWRENCE, SHERRY MOTES (slawrence@southalabama.edu)	Adult Health Nursing	Associate Professor	BSN, University of South Alabama MSN, University of Mobile DNP, University of South Alabama
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
LEWIS, ANGELIA D (lialewis@southalabama.edu)	Adult Health Nursing	Assistant Professor	AS, College of Central Florida BSN, University of Mobile MSN, University of Mobile DNP, University of Alabama
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
MILLER, JENNIFER JOHNSON (jennifermiller@southalabama.edu)	Adult Health Nursing	Assistant Professor	AS, Troy University-Main BSN, Troy University-Main MSN, University of South Alabama DNP, University of South Alabama
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
MYERS, CHARLENE MARIE (cmyers@southalabama.edu)	Adult Health Nursing	Associate Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
OTTS, JO ANN (jotts@southalabama.edu)	Adult Health Nursing	Assistant Professor	BA, Graceland College MSN, Loyola University-New Orleans
RIDNER, STANLEY LEE (ridner@southalabama.edu)	Adult Health Nursing	Professor	DNP, Loyola University-New Orleans BSN, University of Kentucky MSN, University of Kentucky PHD, University of Kentucky
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
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
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	Instructor	BSN, University of Mobile MSN, Univ of Alabama-Birmingham
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
WOODMANSEE, BRENDA KAY (bwoodmansee@southalabama.edu)	Adult Health Nursing	Assistant Professor	AS, Mississippi Gulf Coast CC BSN, University of South Alabama MSN, University of South Alabama DNP, Samford University
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
YOUNCE, ALICE BARRON (ayounce@southalabama.edu)	Adult Health Nursing	Assistant Professor	BSN, Troy University-Main MSN, Univ of Alabama-Birmingham DNP, University of South Alabama

## Community Mental Health Nursing

Faculty Name	Faculty Department	Faculty Position	Degrees Held
BAKER, MELANIE RENEE (melaniebaker@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	AS, Delgado Community College BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
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
GUNN, JENNIE A. (jgunn@southalabama.edu)	Community Mental Health Nsg	Professor	BS, University of Southern Miss MSN, Univ of Mississippi Med Center PHD, Univ of Mississippi Med Center
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
JACKSON, CYNTHIA MARIE (cynthiawashington@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, Univ of Alabama-Birmingham
JAMES, DARITH L. (darajames@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BS, University of Maine MS, Arizona State University-Main PHD, Arizona State University-Main
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
LANG, BETTY H. (bettylang@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, Univ of Mississippi Med Center MSN, Univ of Mississippi Med Center DNP, Univ of Tenn Hlth Sci Center
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 (kcmcmurtrey@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of Alabama
MONTGOMERY, SUSAN LEIGH (slmontgomery@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, University of South Alabama MSN, Univ of Mississippi Med Center DNP, Samford University
NADLER, MARGARET MOORE (mmoore- nadler@southalabama.edu)	Community Mental Health Nsg	Associate Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
PANCIONE, KIRSTEN E. (kpancione@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	AS, Lord Fairfax Community College BSN, Virginia Commonwealth U MSN, Florida Atlantic U-Boca Raton DNP, University of South Alabama
PITTMAN, JOYCE ANN (joycepittman@southalabama.edu)	Community Mental Health Nsg	Associate Professor	AS, Palm Beach State College BS, University of South Florida MSN, Indiana U-Purdue U- Indianapoli PHD, Indiana U-Purdue U-Indianapoli
POWELL, WARSEAL (warsealpowell@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, University of Mobile MSN, University of South Alabama DNP, Univ of Alabama-Birmingham



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 Assistant Professor	BA, University of South Alabama MS, University of South Alabama PHD, University of South Alabama
TOWNSEND, AMANDA ALISA (aatownsend@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	BSN, University of SC-Columbia MS, 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
WILLIAMITIS, CHRISTINE A (cwilliamitis@southalabama.edu)	Community Mental Health Nsg	Assistant Professor	AS, Kettering Col of Medical Arts BS, Columbia Union College MSN, University of Cincinnati DNP, University of TN-Memphis BA, Brandman University PHD, University of Kentucky
WILLIAMS, KIMBERLY ANN (kwilliams@southalabama.edu)	Community Mental Health Nsg	Associate Professor	BSN, University of South Alabama MSN, University of South Alabama DNSC, University of TN-Memphis
WILLIAMS, SUSAN GORDON (sgwilliams@southalabama.edu)	Community Mental Health Nsg	Associate Professor	BSN, University of South Alabama MSN, University of South Alabama PHD, Univ of Alabama-Birmingham
WOODS, ELISHA DOWDY (ewoods@southalabama.edu)	Community Mental Health Nsg	Instructor	BSN, University of South Alabama MSN, University of South Alabama ND, Hardin-Simmons University ND, Tulane University ND, Hinds Comm Col-Raymond Campus ND, Coastal Alabama Comm College

## Maternal Child Nursing

Faculty Name	Faculty Department	Faculty Position	Degrees Held
BOWMAN, ASHLEIGH ANN FICARINO (aficarino@southalabama.edu)	Maternal Child Nursing	Assistant Professor	BSN, Spring Hill College MSN, University of South Alabama DNP, University of South Alabama

BREAZEALE, HAIDI SUZETTE (hbreazeale@southalabama.edu)	Maternal Child Nursing	Assistant Professor	BSN, University of South Alabama MSN, University of South Alabama DNP, Samford University
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	Assistant 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
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
HUEY, TRICIA KENNY (thuey@southalabama.edu)	Maternal Child Nursing	Associate Professor	BS, University of South Alabama BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
HUFFMAN, PENNI COATES (pennicoates@southalabama.edu)	Maternal Child Nursing	Assistant Professor	BA, University of NC- Chapel Hill AS, Rockingham Community College
HUTTO, DAPHNE TURRENTINE (dhutto@southalabama.edu)	Maternal Child Nursing	Assistant Professor	MSN, University of South Alabama DNP, University of South Alabama BSN, University of South Alabama MSN, University of South Alabama DNP, University of South Alabama
LADNIER, LEWIS JEREMY (jladnier@southalabama.edu)	Maternal Child Nursing	Instructor	AA, Mississippi Gulf Coast CC BSN, University of South Alabama MSN, University of South Alabama
LOLLAR, JACQUELINE MELISSA (jmlollar@southalabama.edu)	Maternal Child Nursing	Assistant Professor	AA, Mississippi Gulf Coast CC BSN, University of Mississippi MSN, University of South Alabama DNP, University of South Alabama
MARASS, ASHLEY DENISE (amarass@southalabama.edu)	Maternal Child Nursing	Associate Professor	BS, University of Alabama BS, Georgia State University MS, Georgia State University DNP, Samford University
MCMULLAN, TARALYN WOOD (tmcmullan@southalabama.edu)	Maternal Child Nursing	Associate Professor	BSN, University of Texas Health Sc MSN, University of South Alabama DNP, University of South Alabama

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