2022-23
ACADEMIC CATALOG



Midway University
Course Catalog - Nursing

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Bachelor of Science in Nursing (BSN)

The prelicensure Bachelor of Science in Nursing (BSN) offers the qualified student a 4-year program of study that combines general education courses with professional nursing theory courses and concentrated, supervised clinical experiences in several central Kentucky healthcare agencies. This program prepares students as providers of direct and indirect client care; as designers, coordinators, and managers of client care; and as members of the nursing profession. This role includes advocacy for clients, their families, and the nursing profession. Students who successfully complete the program are eligible to take the National Council Licensure Examination-RN (NCLEX-RN).

This traditional 4-year program is taught in person during the day on the Midway campus.

Students will be required to take nationally normed assessments from Assessment Technologies Institute (ATI) throughout the curriculum. The focus of the ATI assessment and remediation program is to supplement course work and enhance preparation to pass the NCLEX-RN.

Admission to the program is selective. The Midway University student desiring to enter a career in Nursing should be aware that a certain educational background or preparation is important to assure admission to the Nursing program. Applications for admission are received in the Nursing office during the spring semester for possible admission to the fall semester.

Student Learning Outcomes of Program

- Facilitate evidence-based health promotion, quality, safety, and patient-centered nursing care to individuals, families, groups, and diverse populations across the lifespan.
- Utilize effective interprofessional communication with community leaders to advocate for culturally sensitive care for individuals, families, groups, and diverse populations.

- Synthesize theoretical and empirical knowledge from nursing, scientific, and humanistic disciplines to incorporate evidence into practice and in development of capstone project.
- Explore professional attitudes, values, and expectations about aging to design patient-centered care for older adults and their families.
- Implement the nursing roles of member/advocate of the profession, communicator, educator, utilizer of research, life-long learner, collaborator, manager, and leader to meet current and emerging needs of individuals, families, groups, and populations in diverse, complex health care systems.
- Integrate professional responsibility, accountability, standards, values, ethics, morals, and legal/political aspects into caring for the health of the public.

Program Admission Requirements (Fall 2022)

To be considered for admission to the BSN program, the student must meet the following criteria:

1. Accepted to Midway University.
2. Prior to admission to the BSN Program, applicants must have earned a “C” or better in the required pre-requisite courses listed below from a regionally accredited institution:
    - BIO 190 Anatomy and Physiology I*
    - BIO 191 Anatomy and Physiology I Lab*
    - BIO 198 Anatomy and Physiology II*
    - BIO 199 Anatomy and Physiology II Lab*
    - ENG 101 College Writing I
    - ENG 102 College Writing II
    - CHM 150 Principles of Chemistry
    - MTH 140 College Algebra
    - NSG 101 Introduction to Professional Nursing
    - PSY 260 Human Growth and Development

    *Note that BIO 190/191, BIO 198/199, and BIO 225/226 must have been taken 5 years or less prior to admission to nursing program
3. Completion of 30 hours of university credit from a regionally accredited institution.
4. A minimum cumulative GPA of 2.8 on a 4.0 scale. The GPA includes all college credits taken as a high school or college student.
5. ACT score of 21 or higher, or equivalent SAT score, or a TEAS test with a minimum score of 60 in order to apply. Students with an earned associate, baccalaureate, and or master’s degree from a regionally accredited institution are exempt from taking the ACT & TEAS exams. The TEAS test may only be taken a maximum of three (3) times and scores are only valid for 24 months. For more information on TEAS, registration options and fees, and test prep recommendations: https://www.atitesting.com/teas/register. or click here ATI Testing
6. Current Medicaid Nurse Aid Certification (CNA), Certified Medical Assistant (CMA), or Registered Medical Assistant (RMA).
7. Complete application for admission to the BSN Program during the Spring semester of Freshman year; admission decision will occur during the Spring/Summer of Freshman year.
8. Upon admission to program, students must be able to submit documentation of hepatitis B immunization; immunity to measles, mumps, rubella and varicella; current negative 2-step tuberculin skin test or T-spot; current American Heart Association CPR BLS certification; letter from health insurance provider verifying current coverage; criminal background check; and urine

drug screen. The annual flu vaccine and COVID vaccine are highly recommended since the majority of local clinical agencies require these vaccination prior to providing patient care. Failure to receive these vaccinations may impact a student's ability to meet clinical requirements for completion of the program.

Completion of application does not guarantee admission to the BSN Program. Students who meet the above criteria will be ranked using an Admission Ranking System. Spaces are limited to 20 students and those with the top 20 scores on this ranking system will be selected for admission.

Eligibility to sit for the NCLEX-RN is determined by the Kentucky Board of Nursing. Individuals with criminal convictions within the last five (5) years may not be eligible. For more information, contact the Kentucky Board of Nursing.

General Education Hours - 37

Elective Hours - 3

Total Hours to Complete - 120

Requirements

Major Course Requirements

Introduction to Professional Nursing Concepts - NSG 101 - Introduction to Professional Nursing Concepts - 3 hours

Health Assessment - NSG 235 - Health Assessment - 3 hours

Pathopharmacology I - NSG 240 - Pathopharmacology I - 3 hours

Adult Medical-Surgical Nursing I: Fundamentals - NSG 245 - Adult Medical-Surgical Nursing I: Fundamentals - 6 hours

Pathopharmacology II - NSG 250 - Pathopharmacology II - 3 hours

Principles of Teaching and Learning - NSG 255 - Principles of Teaching and Learning - 3 hours

Mental Health Nursing - NSG 260 - Mental Health Nursing - 6 hours

Adult Medical-Surgical Nursing II - NSG 345 - Adult Medical-Surgical Nursing II - 6 hours

Perinatal Nursing - NSG 350 - Perinatal Nursing - 6 hours

Population Health Nursing - NSG 355 - Population Health Nursing - 4 hours

Pediatric Nursing - NSG 365 - Pediatric Nursing - 6 hours

Evidence-Based Nursing Research - NSG 435 - Evidence-Based Nursing Research - 3 hours

Adult Medical-Surgical Nursing III: High Acuity Nursing - NSG 445 - Adult Medical-Surgical Nursing III: High Acuity Nursing - 6 hours

Nursing Leadership - NSG 470 - Nursing Leadership - 3 hours

Synthesis/Capstone - NSG 490 - Synthesis/Capstone - 5 hours

BSN Supporting Requirements

Anatomy and Physiology II - BIO 198 - Anatomy and Physiology II - 3 hours

Anatomy and Physiology II Laboratory - BIO 199 - Anatomy and Physiology II Laboratory - 1 hour

BSN Supporting Requirements

Microbiology - BIO 225 - Microbiology - 3 hours

Microbiology Laboratory - BIO 226 - Microbiology Laboratory - 1 hour

Principles of Chemistry - CHM 150 - Principles of Chemistry - 3 hours

Probability and Statistics - MTH 245 - Probability and Statistics - 3 hours

Courses

NSG 101 - Introduction to Professional Nursing Concepts

This course provides an overview of concepts that introduce the student to the BSN nursing program and baccalaureate generalist nursing practice. Students will become familiar with the Essentials of Baccalaureate Education for Professional Nursing Practice (2008), National League for Nursing (NLN) Education Competencies Model (2012), and other nursing standards. The course includes an introduction of nurse theorists, evidence-based practice, client safety and quality of care, cultural and spiritual aspects, informatics, and other professional nursing concepts. In addition, the role of professional nursing in society and in the healthcare delivery system is discussed.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG 115 - Fundamentals of Nursing

This course is designed to introduce the nursing process and its application to basic concepts and principles of nursing assessment and care. Emphasis is placed on comprehension and knowledge of the nursing process, caring, communication and documentation, teaching/learning, and culture and spirituality. Six (6) credit hours of theory, 0.7 credit hours of skills lab, and 2.3 credit hours equaling eight (8) hours of clinical are required per week.

Grade Basis: L
Credit hours: 9.0
Lecture hours: 6.0

NSG 125 - Medical-Surgical Nursing

This course is designed as an introductory-level adult medical-surgical course to develop students' application of the nursing process for adults experiencing altered health states related to all body systems. This eight-week course includes 3.4 credit hours didactic, 1.2 credit hours clinical, and 0.4

credit hour nursing skills lab experiences. Prerequisite: Admission to the ADN Program and Grade of C or higher in all previous ADN nursing courses.

Grade Basis: L
Credit hours: 5.0
Lecture hours: 3.4

NSG 130 - Mental Health Nursing

This course builds on concepts from NSG 115. In this course the nursing process is used as a tool to provide care to individuals with psychiatric disorders. Topics include therapeutic communication, psychobiology, psychopharmacology, anxiety disorders, thought disorders, substance abuse disorders, depressive, psychotic, dissociative, eating disorders, bereavement, victims or abuse and neglect and trauma. The disorders are presented in individuals across the lifespan including children and adolescents. Admission to the ADN Program and Grade of C or higher in all previous ADN nursing courses. Didactic: 2.7 credit hours Clinical: 1.3 credit hours Skills Lab: 0 credit hours

Grade Basis: L
Credit hours: 4.0
Lecture hours: 2.7

NSG 212 - Obstetric and Women's Health Nursing

This course is designed to further develop students' theoretical knowledge and clinical application of the nursing process as it applies to women, from childbearing through post-menopause. Emphasis is on the care of the childbearing family, newborn, potential high-risk OB conditions, and care of women both pre- and post-menopause. Additional foci include: enhancement of students' knowledge, communication techniques, and clinical judgment. This course includes didactic, clinical and nursing skills laboratory experiences. Prerequisite: Admission to the ADN Program and Grade of C or higher in all previous ADN nursing courses. Didactic: 2.7 credit hours Clinical: 1.2 credit hours Skills Lab: 0.2 credit hours

Grade Basis: L
Credit hours: 4.0
Lecture hours: 2.7

NSG 215 - Pediatric Nursing

This course is designed to further develop students' theoretical knowledge and clinical application of the nursing process as it applies to children and childrearing families in acute care and community settings. Emphasis is on the care of sick children from birth through adolescence, the care of childrearing families, and on wellness promotion. Additional foci include: enhancement of students' knowledge, communication skills, and clinical judgement related to the care of children and childrearing families. This course includes didactic, clinical and nursing skills laboratory experiences. Prerequisite: successful completion of all previous ADN nursing courses. Didactic: 3 credit hours Clinical: 1.6 credit hours Skills Lab: 0.4 credit hours

Grade Basis: L

Credit hours: 5.0
Lecture hours: 3.0

NSG 225 - Advanced Medical-Surgical Nursing and Clinicals

NSG 225 is designed as an advanced-level adult medical-surgical course to further develop students' application and analysis of the nursing process as it relates to diverse groups of clients and families with co-morbid factors and higher acuity manifestations of illness and disease. This eleven-week course includes didactic, clinical, and nursing skills lab experiences to increase the students' ability to prioritize and timely manage the care of clients and families with complex health problems in collaboration with other members of the healthcare team. Six hours of theory are required per week. In addition, a total of 72 clinical hours. Prerequisite: earn a C or better in all previous nursing courses. Didactic: 4.1 credit hours Clinical: 1.6 credit hours Skills Lab: 0.4 credit hours

Grade Basis: L
Credit hours: 6.0
Lecture hours: 4.1

NSG 230 - Synthesis and Integrative Practicum

This course is a 5-week, capstone course that consists of didactic instruction, discussions, and 120 integrated practicum hours to facilitate students' transition from academia into nursing practice. Upon completion of NSG 230, students will be competent in prioritizing nursing care through applying the nursing process in managing, in collaboration with other members of the healthcare team. Classroom discussion focuses on current issues and trends encountered in professional nursing practice. Students will explore leadership styles and submit a Leadership Portfolio. Prerequisite: earn a C or better in all previous nursing courses. Didactic: 1.3 credit hours Clinical: 2.7 credit hours Skills Lab: 0 credit hours

Grade Basis: L
Credit hours: 4.0
Lecture hours: 1.3

NSG 235 - Health Assessment

This course is designed to enhance the nurse's physical and psychosocial assessment skills using standardized assessment instruments for diverse clients across the lifespan. Students will begin to identify pathologic changes and make clinical inferences using nursing diagnoses. Prerequisites: acceptance into the BSN program or consent of the Dean, School of Health Sciences. Didactic: 1 credit hour Clinical: 2 credit hours Skills Lab: 0 credit hours

Grade Basis: L
Credit hours: 3.0
Lecture hours: 1.0

NSG 240 - Pathopharmacology I

This course relates normal body functioning to foundational pathophysiologic and pharmacologic concepts. Major health problems across the life-span and cultural variations are discussed with an emphasis on the vital role the professional nurse plays in the clinical application of drug therapy. Client safety and the role of information technology are applied. Systems discussed include: fluids & electrolytes; acid/base disorders; integumentary system; head, ears, eyes, nose, & throat (HEENT) system; reproductive system; genitourinary system, neurologic system; musculoskeletal system; and implications related to prescription, over-the-counter, and herbal medications as well as drug interactions will be examined. Prerequisites: BIO 190/191 and BIO 198/199 with a grade of C or better; and admission to the BSN Program or permission of the Dean, School of Health Sciences.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- BIO 190 - Anatomy and Physiology I
- BIO 191 - Anatomy and Physiology I Laboratory
- BIO 198 - Anatomy and Physiology II
- BIO 199 - Anatomy and Physiology II Laboratory

NSG 245 - Adult Medical-Surgical Nursing I: Fundamentals

This course is designed to assist students to apply the nursing process to foundational concepts and principles of nursing care. Emphasis is placed on knowledge and comprehension of basic human needs, nurse-client interaction, cultural competence, and measures essential for the physical and psychological comfort and safety of clients across the lifespan. The nursing care of clients and families experiencing effects of aging and death and dying, as well as alterations in spiritual health and self-concept, will be explored. Medical-surgical nursing care will be introduced for clients experiencing altered health states that relate to the integumentary, neurologic, and musculoskeletal systems; fluid, electrolyte, and acid/base balance; and chronic illnesses. Corequisites: NSG 235 Health Assessment and NSG 240 Pathopharmacology I. Didactic: 3 credit hours Clinical: 2 credit hours Skills Lab: 1 credit hour

Grade Basis: AL
Credit hours: 6.0
Lecture hours: 3.0
Lab hours: 1.0

Prerequisites:

- NSG 235 - Health Assessment
- NSG 240 - Pathopharmacology I

NSG 250 - Pathopharmacology II

This course relates normal body functioning to foundational pathophysiologic and pharmacologic concepts. Major health problems across the life-span and cultural variations are discussed with an emphasis on the vital role the professional nurse plays in the clinical application of drug therapy. Client safety and the role of information technology are applied. Systems discussed include: cardiac system; respiratory system; gastrointestinal system; renal system; endocrine system, and implications related to prescription, over-the-counter, and herbal medications as well as drug interactions and issues of polypharmacy will be examined. Prerequisites: BIO 190/191, BIO 198/199, NSG 240, and admission to the BSN Program or permission of the Dean, School of Health Sciences.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- BIO 190 - Anatomy and Physiology I
- BIO 191 - Anatomy and Physiology I Laboratory
- BIO 198 - Anatomy and Physiology II
- BIO 199 - Anatomy and Physiology II Laboratory
- NSG 240 - Pathopharmacology I

NSG 255 - Principles of Teaching and Learning

This course focuses on teaching/learning theories and strategies used by professional nurses to meet individual, family and community education needs. The nursing process provides a basis for planning, implementing, and evaluating teaching. The effectiveness of the baccalaureate nurse's teaching on client readmissions, and quality client outcomes is emphasized. Students analyze content, reading levels, and quality of print, web and other materials and redesign resources as appropriate. In addition, students will examine the impact of aging and co-morbid conditions on learning ability as well as age appropriate teaching strategies. Prerequisite: NSG 101 and admission to the BSN Program or permission of the Dean, School of Health Sciences.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- NSG 101 - Introduction to Professional Nursing Concepts

NSG 260 - Mental Health Nursing

This course is designed to develop students' theoretical knowledge and clinical application of the nursing process as it applies to clients' mental health across the lifespan, such as therapeutic communication, family-centered care, crisis intervention, and psychiatric emergencies. Topics include psychobiology; psychopharmacology; anxiety, substance abuse, depressive, psychotic, dissociative,

and eating disorders; and trauma. Corequisite: NSG 250 Pathopharmacology II. Prerequisite: PSY/EDU 260 Human Growth and Development. Didactic: 3 credit hours Clinical: 2.5 credit hours Skills Lab: 0.5 credit hours

Grade Basis: L
Credit hours: 6.0
Lecture hours: 3.0

Prerequisites:

- PSY/EDU 260 - Human Growth and Development

NSG 310 - Introduction to Professional Nursing

This course provides an overview of concepts that introduce the student to the BSN nursing program and a professional level of nursing practice. Students will become familiar with two nursing best practice documents: the Essentials of Baccalaureate Education for Professional Nursing Practice (2008) and Recommended Baccalaureate Competencies and Curricular Guidelines for the Nursing Care of Older Adults (2010). The course includes an overview of nurse theorists, nursing research, client safety, aging and cultural aspects, health policy, and informatics. In addition, the role of professional nursing in society and in the healthcare delivery system is discussed. A BSN leadership portfolio and development of a personal philosophy of nursing are initiated. Prerequisite: Admission to BSN Program or permission of Dean, Nursing and Health Sciences.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG 320 - Ethical and Legal Aspects of Nursing

This course will discuss ethical and legal concepts relevant to the registered nurse. The content will include application of the ANA Code of Ethics, QSEN, and IOM competencies as they relate to different areas of professional nursing practice based on a framework for the development of ethical and legal competence, from recognition of an ethical or legal situation to implementation of a justifiable action. Essential communication and conflict skills will also be addressed, as well as the role of the ethics committee and ethics consultation. Course discussions will include common ethical and legal issues likely to be encountered, how to recognize and address moral distress, and ethical and legal practice as it relates to research, quality, and safety. Prerequisite: Admission to the RN-BSN Program or permission of the Director of the program.

Upon completion, students will be able to:

- Apply the components of an ethical decision-making model to provide safe, ethical, and legal patient-centered nursing care to individuals, families, groups, and diverse populations across the lifespan.
- Describe important components of the communication process between the health care team and patients or their surrogates as a part of ethical and legal decision making.
- Explain how to promote ethical and legal nursing practices based on research evidence.

- Explore personal and professional attitudes and values as they relate to ethical and legal dilemmas.
- Employ ethically- and legally-sound decision making in the implementation of the nursing roles of member/advocate of the profession, communicator, educator, utilizer of research, life-long learner, collaborator, manager, and leader to meet current and emerging needs of individuals, families, groups, and populations in diverse, complex health care systems.
- Integrate professional responsibility and accountability into the ethical and legal aspects of patient-centered care.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG 340 - Health Assessment and Clinical Inference

This course is designed to enhance the nurse's physical and psychosocial assessment skills using standardized assessment instruments for clients across the lifespan. The functional, cognitive, psychological, and social changes unique to older adults are highlighted. Students will begin to focus on the probability of pathological change and conditions of varying complexity. Clinical inferences are recorded using nursing diagnoses. Students are expected to participate as examiners and examinees and to independently obtain individuals for final assessment checkoffs. Prerequisites: completion of BIO 190/191 and BIO 198/199 with a minimum grade of C and acceptance into the BSN program or consent of the Dean, School of Health Sciences.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- BIO 190 - Anatomy and Physiology I
- BIO 191 - Anatomy and Physiology I Laboratory
- BIO 198 - Anatomy and Physiology II
- BIO 199 - Anatomy and Physiology II Laboratory

NSG 345 - Adult Medical-Surgical Nursing II

This course builds on concepts from NSG 245 and is designed to further develop students' theoretical knowledge and clinical application of the nursing process. Medical-surgical nursing care will be explored for clients experiencing altered health states that relate to the neuropsychological, cardiac, respiratory, gastrointestinal, endocrine, metabolic, renal, genitourinary, and reproductive systems. Pre-requisites: NSG 245 Adult Med-Surg I: Fundamentals, NSG 250 Pathopharmacology II. Didactic: 3 credit hours Clinical: 2.5 credit hours Skills Lab: 0.5 credit hours

Grade Basis: L
Credit hours: 6.0
Lecture hours: 3.0

Prerequisites:

- NSG 245 - Adult Medical-Surgical Nursing I: Fundamentals
- NSG 250 - Pathopharmacology II

NSG 350 - Perinatal Nursing

This course is designed to further develop students' theoretical knowledge and clinical application of the nursing process as it applies to child-bearing clients and their families. Foci include: concepts of conception, genetics, pregnancy, labor and delivery, postpartum, newborn, and complications specific to this population. Prerequisite: NSG 235 Health Assessment, NSG 250 Pathopharmacology II, NSG 255 Principles of Teaching and Learning. Didactic: 3 credit hours Clinical: 2.5 credit hours Skills Lab: 0.5 credit hours

Grade Basis: L
Credit hours: 6.0
Lecture hours: 3.0

Prerequisites:

- NSG 235 - Health Assessment
- NSG 250 - Pathopharmacology II
- NSG 255 - Principles of Teaching and Learning

NSG 355 - Population Health Nursing

This course focuses on population health issues in the local and wider global communities. Discussion is framed around nursing care of aggregates of the general population. Principles of epidemiology, community characteristics, and available health services will be examined. Research findings will be utilized to design health promotion and illness prevention strategies in the delivery of care. The effectiveness of community resources in caring for clients and their families across the lifespan will be analyzed to maximize function and maintain independence. Three (3) hours of theory and three (3) hours of clinical are required per week. Prerequisites: BIO 225 and 226 Microbiology and Lab, NSG 235 Health Assessment, NSG 255 Principles of Teaching and Learning. Didactic: 2 credit hours Clinical: 2 credit hours Skills Lab: 0 credit hours

Grade Basis: L
Credit hours: 4.0
Lecture hours: 2.0

Prerequisites:

- BIO 225 - Microbiology
- BIO 226 - Microbiology Laboratory
- NSG 235 - Health Assessment
- NSG 255 - Principles of Teaching and Learning

NSG 360 - Pharmacology

This course equips the student with an in-depth study of major categories of drugs. The focus is on pharmacodynamic and pharmacokinetic properties with an emphasis on the vital role the professional nurse plays in the clinical application of drug therapy across the lifespan. Pharmacokinetics of aging, issues of polypharmacy, and implications related to prescription, over-the-counter, and herbal medications as well as drug interactions will be examined. Additional content includes unique individual and cultural responses and client education needs. Client safety and the role of information technology are highlighted. Emphasis is placed on the importance of communication between nurses and members of the interprofessional team as clients transition between healthcare facilities and home. Prerequisite: admission to the RN-BSN Program or permission of the Dean, School of Health Sciences.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG 365 - Pediatric Nursing

This course is designed to further develop students' theoretical knowledge and clinical application of the nursing process as it applies to safe, evidence-based care of pediatric clients and their families. Foci include: concepts of growth and development, weight-based medication administration, pediatric abuse and trauma, as well as health promotion, disease prevention, and disease processes specific to the pediatric population. Prerequisite: NSG 235 Health Assessment, NSG 250 Pathopharmacology II, NSG 255 Principles of Teaching and Learning, NSG 345 Adult Medical-Surgical Nursing II. Didactic: 3 credit hours Clinical: 2.5 credit hours Skills Lab: 0.5 credit hours

Grade Basis: L
Credit hours: 6.0
Lecture hours: 3.0

Prerequisites:

- NSG 235 - Health Assessment
- NSG 250 - Pathopharmacology II
- NSG 255 - Principles of Teaching and Learning
- NSG 345 - Adult Medical-Surgical Nursing II

NSG 370 - Adaptations for Mental Health

In this course the student begins to synthesize concepts from previous coursework with theories of adaptation. Gerontological nursing competencies, evidence-based practice and client safety are underscored. Situational and maturational crises, stress, ethical considerations, and coping in relation to mental health are integral concepts for dialogue. Discussion focuses on high-risk diverse populations of individuals, families, and communities and their adaptive responses to critical and long term complex problems. Assignments include a presentation, book/movie analysis, and case study. Students will explore group dynamics by attending various types of support groups and will reflect on their experiences with journal writing.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG 390 - Teaching and Learning

This course focuses on teaching/learning theories and strategies used by professional nurses to meet individual, family and community education needs. The nursing process provides a basis for planning, implementing, and evaluating teaching. The effectiveness of the baccalaureate nurse's teaching on client readmissions, quality client outcomes, and health care costs is emphasized. Students analyze content, reading levels, and quality of print, web and other materials and redesign resources as appropriate. In addition, students will examine the impact of aging and co-morbid conditions on learning ability as well as age appropriate teaching strategies. A health promotion project allows students to practice and demonstrate teaching skills and techniques. Prerequisite: admission to the RN-BSN Program or permission of the Dean, School of Health Sciences.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG 410 - Community Health Nursing

This senior level course focuses on public health issues in the local and wider global communities. Discussion is framed around nursing care of aggregates of the general population. Principles of epidemiology, community characteristics, and available health services are utilized in conducting an extensive community assessment. Students will use research findings to design health promotion and illness prevention strategies in the delivery of care to the community. Students will analyze the effectiveness of community resources in caring for clients and their families across the lifespan to maximize function and maintain independence.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG 411 - Community Health Nursing Practicum

This course is the practicum component to NSG 410 Community Health Nursing and consists of 45 precepted hours with an experienced nurse in a community health setting. Practicum experiences occur in a variety of settings and focus on care of the family and vulnerable aggregates. Students will analyze the effectiveness of community resources for families and populations across the lifespan, maximizing health promotion and disease prevention. Corequisite: NSG 410.

Grade Basis: P
Credit hours: 1.0

NSG 430 - Introduction to Evidence Based Research

NSG 430 emphasizes the professional nurse's role in participating in, conducting, and integrating evidence into practice. This course introduces students to the use of evidence for advancement of best practices and prepares them to read and critically appraise research findings. Students will use the research process and outcome measures to apply quality and safety concepts in identified clinical problems. Assignments include critical analysis of research evidence and a systematic literature review as the initial components of the Capstone Project. Prerequisites: completion of MTH 245 with minimum grade of C or higher and admission to BSN Program or permission of Dean, Nursing and Health Sciences. This course must be completed immediately prior to the last semester of the program.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MTH 245 - Probability and Statistics

Restrictions:

- This course must be completed immediately prior to the last semester of the program.

NSG 435 - Evidence-Based Nursing Research

This course emphasizes the professional nurse's role in participating in, conducting, and integrating evidence into practice. This course introduces students to the use of evidence for advancement of best practices and prepares them to read and critically appraise research findings. Students will use the research process and outcome measures to apply quality and safety concepts in identified clinical problems. Applications include critical analysis of research evidence and a systematic literature review as the initial components of the Capstone Project. Prerequisites: MTH 245. This course must be completed immediately prior to the last semester of the program.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MTH 245 - Probability and Statistics

Restrictions:

- This course must be completed immediately prior to the last semester of the program.

NSG 440 - Trends and Issues

This course is designed to examine current issues and emerging trends relevant to professional nursing. Historical perspectives as well as futuristic considerations provide the framework of study. Students will analyze the impact of an aging society on the health care system and various geriatric care models. Emphasis is placed on the evolving roles of professional nurses in the healthcare system as they relate to legal, ethical, economic, political and social issues, healthcare policy, finance, and regulatory environments. Students will explore information management and the use of health-care technology.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG 445 - Adult Medical-Surgical Nursing III: High Acuity Nursing

This course addresses care of the complex, high-acuity adult medical-surgical clients. It is designed to further develop students' application and analysis of the nursing process as it relates to diverse groups of clients and families with co-morbid factors and higher acuity manifestations of disease. Didactic, clinical, and nursing skills lab experiences are employed to increase the students' prioritization, time management skills, and interprofessional collaboration. NSG 345 Adult Medical-Surgical Nursing II. Didactic: 3 credit hours Clinical: 2.5 credit hours Skills Lab: 0.5 credit hours

Grade Basis: L
Credit hours: 6.0
Lecture hours: 3.0

Prerequisites:

- NSG 345 - Adult Medical-Surgical Nursing II

NSG 460 - Nursing Leadership and Management

This senior level course focuses on the leadership roles of the professional nurse. Emphasis is placed on leadership concepts, skills and decision-making in the provision of high quality nursing care and healthcare team coordination. Various leadership models and change theories will be studied. The senior capstone project, which is completed in this course, serves as a culmination of the student's baccalaureate education and illustrates the values, knowledge, skills and attitudes of the professional nursing role. This project involves a review of the literature (completed in prior courses), development/implementation of project, a formal paper, and a presentation of the project to the college and the professional community.

Grade Basis: L
Credit hours: 4.0
Lecture hours: 4.0

NSG 461 - Nursing Leadership and Management Practicum

This course is the practicum component to NSG 460 Nursing Leadership and Management and includes 45 precepted hours with an executive nurse leader. The practicum experience is designed to serve as the framework for the senior capstone project and to provide opportunities to develop and practice leadership skills in a variety of health care settings. Corequisite: NSG 460.

Grade Basis: P
Credit hours: 1.0

NSG 470 - Nursing Leadership

This course focuses on evidence-based professional nursing leadership by the baccalaureate nurse in a constantly evolving healthcare system. Current issues and emerging trends related to legal, ethical, economic, political and social concerns; an aging society; information management and technology; healthcare policy; finance; and regulatory environments will be examined. Emphasis is placed on leadership concepts, skills and decision-making in the provision of safe, high quality nursing care and healthcare team coordination. Various leadership models and change theories will be studied. Corequisite: NSG 435 Evidence-Based Nursing Research; Pre-or Corequisite: PHL 301 Ethics.

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- PHIL 301 - Ethics

NSG 490 - Synthesis/Capstone

This is a capstone course that consists of didactic instruction, discussion, and practicum hours. The 135 integrated practicum hours completed during the last 7 weeks of the course facilitate students' transition from academia into competent and confident nursing practice. Students will refine the knowledge and skills necessary to manage care as part of an interprofessional team. This preceptorship provides the student with experiences and nursing role models that prepare them for practice in complex, changing healthcare environments. In addition, it provides opportunities for building clinical reasoning, management, and evaluation skills; increase the student's self-confidence; and develop their professional identity. The senior capstone project, which is completed in this course, serves as a culmination of the student's baccalaureate education and illustrates the values, knowledge, skills and attitudes of the professional nursing role. This project involves a review of the literature (completed in prior courses), development/implementation of project, a formal paper, and a presentation of the project to the college and the professional community. Prerequisites: all previous BSN nursing courses. 5 credits: 2 hours of didactic per week, 3 credit hours practicum.

Grade Basis: L
Credit hours: 5.0
Lecture hours: 2.0

NSG 510 - Professional Role Transition

In this course, the student will reflect on the history of nursing to understand and advance the influence of the MSN professional nurse. Professional and national certifications will be explored to develop a plan for career-long learning and advocacy for professional nurses to lead interprofessional healthcare teams to address laws, policies, and the regulation of the nursing practice. The student will develop a current personal philosophy of nursing, focusing on building their professional nurse identity.

Upon completion, students will be able to:

- Develop an understanding of nursing history in advancing nursing's influence in health care (AACN 1.1g).
- Integrate an evolving personal philosophy of nursing and healthcare into one's professional nursing identity (AACN 9.6).
- Design strategies that promote lifelong learning of self which incorporates professional practices in the context of nursing's core value of professional nursing standards and accountability for practice by exploring AONE, CNE, and AACN educational competencies (AACN 9.6e).
- Advocate for the value and role of the professional nurse as a member and leader of interprofessional healthcare teams to advocate for laws, policies, and the regulation of nursing practice (AACN 9.5f, 9.5h, 10.3).

Grade Basis: L
Credit hours: 3.0

NSG 520 - Evidence-Based Nursing

In this course, students will review the history of Evidence-Based Practice (EBP) in Nursing and will be introduced to research concepts to evaluate and synthesize literature for EBP. Students will learn how to assess the clinical area to develop and present an EBP proposal for a practice change to optimize care and strengthen outcomes.

Upon completion, students will be able to:

- Examine the history of Evidence-Based Practice to help integrate current and emerging evidence in nursing practice to optimize care and strengthen outcomes (AACN 1.1g, 1.3e, 4.2).
- Analyze practice guidelines to improve the quality of patient care and the care environment (AACN 4.2f, 4.2j, 4.2k).
- Analyze systematic reviews, quantitative, and qualitative research to improve the quality of patient care and the care environment (AACN 4.2f, 4.2j).
- Disseminate the evidence using informatics and communication technologies for practice decisions, including the credibility of sources of information and the relevance to the practice problem confronted (AACN 5.o).

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- MTH 245 - Probability and Statistics

NSG 530 - Quality Improvement and Safety

The professional nurse's role in reducing preventable healthcare errors and improving client safety will be the focus of this course. The history of quality improvement and client safety including the Institute of Medicine reports and the Quality and Safety Education in Nursing program will be examined. Students will conduct a comprehensive systems assessment to identify current practices that impede quality care and construct approaches for systems change that create and maintain a culture of quality and safety.

Upon completion, students will be able to:

- Evaluate outcomes metrics against established benchmarks on quality initiatives to lead teams on the utilization of national safety resources for change initiatives (AACN 5.1i, 5.1 j, 5.1k).
- Analyze actual errors and near misses to advocate for structures, polices, and processes that promote a transparent culture to prevent risk and injury (AACN 5.2h, 5.3e).
- Design interventions to create and sustain a transparent culture for reporting incidents and promoting Just Culture principles in a professional environment (AACN 5.3f, 5.3g).
- Disseminate quality improvement practices outcomes to promote team-based change initiatives (AACN 5.1o).

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG 540 - Ethics and Health Policy

Nursing educators and leaders in the 21st century must practice within an ethically and legally sound framework in which they utilize evidence-based policy to influence today's changing healthcare environment. In this course students will assess current policies that influence healthcare practices through ethical and legal lenses. Content will include quality and safety in health care, public policy and advocacy, nurses as change agents, and ethical and legal aspects of nursing practice.

Upon completion, students will be able to:

- Examine characteristics of healthcare systems and policies grounded in ethical principles (AACN 1.2h, 7.2l, 9.1h).
- Evaluate the effects of legal and regulatory policies on healthcare delivery and outcomes (AACN 9.4f).
- Apply ethical analyses and clinical reasoning to assess and evaluate healthcare policies (AACN 1.2f).
- Articulate the process of development and implementation of new policies to strengthen outcomes (ACCN 4.2d, 4.2i).
- Develop processes that support ethical conduct in practice, scholarship, and dissemination (ACCN 4.3h, 4.3i).

Grade Basis: L

Credit hours: 3.0
Lecture hours: 3.0

NSG 560 - Advanced Pathophysiology/Pharmacology

This course explores the scientific complexity and integration of pathophysiologic states and the utilization of pharmacologic agents for person-centered care. Pathophysiological mechanisms of disease will be used to explain human responses to potential and actual health problems across the life span as well as corresponding pharmacologic and nonpharmacologic treatments. Also included will be cultural implications and the costs of medications to deliver equitable care to diverse populations.

Upon completion, students will be able to:

- Analyze the etiology and pathophysiological alterations associated with selected conditions across the life span for comprehensive person-centered care with the application of health policy and advocacy (AACN 2.9).
- Synthesize relevant theories and research as a basis for expanding nursing knowledge of pathophysiologic changes and clinical manifestations associated with selected conditions to prevent or reduce adverse outcomes (AACN 1.2).
- Discuss the issues/considerations associated with the pathophysiologic changes in special populations to deliver equitable care addressing disparities and inequities (AACN 3.3).
- Synthesize the principles of pharmacology and pharmacotherapeutics for person-centered care (AACN 1.1).
- Categorize the most prescribed agents and explain the mechanism of action of the major drug classes for selected conditions to advance nursing scholarship and optimize health care and strengthen outcomes (AACN 4.1).
- Develop effective communication strategies with interprofessional teams to analyze the adverse effect and drug interactions of specific medications in major drug classes to address actual or potential health hazards (AACN 9.3).
- Synthesize evidence-based practices to develop a therapeutic pharmacologic and nonpharmacologic treatment plan for person-centered care, considering cultural implications and cost (AACN 2.5).

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG 570 - Role of the Nurse Administrator

Students will explore the nurse administrator's professional roles and responsibilities, including interprofessional collaboration in diverse settings. Students will be encouraged to analyze innovative practices in leadership roles, such as decision making, creating a culture of safety and quality, organizational behaviors, strategic planning, and effecting change. Professional organizations such as the American Organization of Nurses Executive, American Nurses Credentialing Centers, American Nurse’s Association, Institute of Medicine, Agency for Health Care Research and Quality, Institute for Healthcare Improvement, and Magnet will be explored.

Upon completion, students will be able to:

- Analyze and articulate organizational and systems leadership principles essential for system-wide initiatives for innovational change to improve health care for diverse populations (AACN 7.1).
- Utilize transformational leadership skills working with interprofessional teams to improve the professional practice environment by promoting laws, policies, national standards, and regulations (AACN 9.4).
- Promote a professional environment that includes accountability and high-level communication skills in peer review, advocacy for patients and families, reporting errors, and professional writing incorporating nursing standards at an advanced level (10.3).
- Synthesize best practices from research in nursing and other disciplines to develop quality improvement initiatives to promote quality, safe, and equitable care (AACN 5.1).

Grade Basis: L
Credit hours: 3.0

NSG 580 - Advanced Health Assessment

This course is designed to enhance the nursing scholarship of the nurse educator to teach and evaluate health assessment in academic and primary or acute care settings to optimize and strengthen outcomes. Emphasis will be on advanced systems-focused assessment and interviewing techniques including considerations for using informatics and communication technologies in developing comprehensive person-centered care.

Upon completion, students will be able to:

- Apply culturally competent, systems-focused interviewing techniques to gather health history data as a foundation for decision-making to optimize care and strengthen outcomes (AACN 4.2).
- Conduct a comprehensive and systematic physical assessment of patients across the lifespan as a foundation for decision-making with stakeholders to optimize care and strengthen outcomes (AACN 6.3).
- Analyze health history and assessment data to determine the need for primary, secondary, and tertiary interventions to develop a plan for comprehensive person-centered care (AACN 2.5).
- Synthesize evidence from nursing and other sciences research as the foundation for assessment and clinical decision-making to develop a plan of care across diverse populations (AACN 2.5).
- Design evidence-based plans from the health assessment and history using informatics and communication technologies to promote high quality, safe, and equitable care (AACN 8.2).

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG 590 - Nursing Leadership of Healthcare Delivery Systems

The focus of this course is organizational and systems leadership. Students will examine the leadership skills needed to be a transformational leader of interprofessional teams that manage and

coordinate care within today’s complex healthcare systems. Concepts important in organizational dynamics including systems theory, organizational and management theory, and chaos and complexity theories will be explored. There will be a focus on building partnerships to design person-centered care with the application of health policy and advocacy at a system level.

Upon completion, students will be able to:

- Demonstrate the ability to use complex science and system theories to lead interprofessional teams with the design, delivery, and evaluation of health care for diverse populations (AACN 1.1).
- Provide oversight and guidance in the development and implementation of system policies building partnerships with local, regional, state, federal, or global teams to deliver equitable care to diverse populations (AACN 7.1).
- Identify effective communication strategies to develop, participate, and lead interprofessional teams to promote laws, policies, and regulations of the nursing practice (AACN 9.4).
- Construct systems change strategies in collaboration with stakeholders to optimize care and strengthen outcomes (AACN 6.3).
- Design person-centered and culturally responsive strategies for the delivery of clinical prevention and health promotion interventions and/or services with the application of health policy and principles of advocacy (AACN 2.2).

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG-602 - Advanced Healthcare Financial Management

This course provides the theory and concepts behind financial decision making and will scrutinize financial management issues important for today's healthcare administrators functioning within a rapidly changing healthcare delivery system. The financial impact of administrative decisions across complex systems of health care will be analyzed to optimize care and strengthen outcomes. Cross-listed with HCA 602.

Upon completion, students will be able to:

- Analyze the impact of internal and external factors on healthcare cost and reimbursement in the different types of health care settings both public and private (ACEN 4.2k, 7.2g).
- Appraise financial principles that are cost effective to the work of healthcare administrators, such as break-even, workload, full-time equivalent, overhead, variance analysis, variance reports, assets, and liabilities (ACEN 7,1f).
- Design system improvement strategies based on performance data and metrics (ACEN 7.3f).
- Apply innovative and evidenced-based business strategies, economic principles and practices including budgeting, risk assessment, and marketing (ACEN 7.3e).

Grade Basis: AL
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Cross-listed with HCA 602

NSG 610 - Informatics and Population Health

This course will examine best practices of communication technologies and informatics to manage and improve the delivery of safe and high-quality healthcare across populations. Information and communication technologies will be critiqued focusing on ethics, workplace policies, professional and regulatory agencies. Students will examine partnerships with local, regional, state, federal or global teams for emerging technologies and innovations for the management of population health during disasters and public health emergencies.

Upon completion, students will be able to:

- Critique a healthcare information system from multiple perspectives, including ethics, workplace policies, regulatory standards, provider usability, and interoperability to support the documentation of patient care (AACN 4.2, 8.4).
- Develop a plan for building partnerships to select and implement new communication and information technologies within a healthcare system that is inclusive of a diverse population (AACN 3.1j, 6.1, 8.3).
- Develop strategies for effective and sustainable delivery of safe and high-quality healthcare for diverse populations using innovative communication technologies and information systems (AACN 3.2, 8.3).
- Develop strategies for a system-level plan with local, regional, state, federal, or global teams to protect population health during disasters and public health emergencies when communication technologies have been impacted (AACN 3.6).

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG 620 - Translational Research

An emphasis will be placed on the critical examination of current research in the identification and dissemination of best practices for use in professional nursing roles. Content includes quantitative and qualitative research processes, critical research methods, analysis, and ethical aspects of scholarly inquiry. Data analysis techniques will be utilized to translate research into practice. Students will submit a research project proposal to the IRB for approval.

Upon completion, students will be able to:

- Synthesize research literature to integrate, translate, and apply liberal arts with nursing knowledge to improve practice and associated health outcomes for patient aggregates (AACN 1.1, 1.2, 1.3,).
- Analyze the efforts of legal and regulatory processes to promote laws, policies, and regulations to improve nursing practice and health outcomes (AACN 9.4).
- Perform rigorous critique of evidence derived from databases to generate meaningful evidence for nursing practice to create innovational changes across complex healthcare systems (AACN 7.3).

- Select effective communication strategies for disseminating the results of a comprehensive assessment of the evidence for nursing practice changes to strengthen health outcomes (AACN 4.1, 9.5).
- Prepare a research proposal for IRB following core scientific and ethical principles that ensure safe and quality care patient care (AACN 4.3).

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Prerequisites:

- NSG 520 - Evidence-Based Nursing

Restrictions:

- Prerequisite: statistics course.

NSG 625 - Curriculum Development and Implementation

This course analyzes the professional role of the nurse educator including curriculum development and implementation in both academic and clinical settings. A variety of teaching strategies for diverse learning styles will be examined. Specific change theories will be examined in relation to the development and implementation of curricula. Content will include continued competencies, educator credentialing, organizational accreditation, and the importance of lifelong learning.

Upon completion, students will be able to:

- Examine evidence-based theoretical perspectives in education, nursing, and other disciplines for application in curriculum development and implementation to advance nursing scholarship (AACN 1.2).
- Conduct an assessment to identify internal and external contextual factors that influence curriculum and explore the relationship of these factors to an evidence-informed, context-relevant, and unified curriculum to strengthen outcomes (AACN 4.2).
- Synthesize evidence-based theories, research, frameworks, and pedagogies relevant to philosophical and educational approaches to curriculum development and implementation (AACN 1.1).
- Explore evidence-based approaches to course design and teaching/learning strategies for concept-based and context-relevant curriculum development and implementation in lifelong learning incorporating educator credentialing, competencies, and organizational accreditation (AACN 9.4, 9.5).
- Demonstrate effective communication strategies and a variety of delivery modalities within curriculum development and implementation of person-centered care and principles of advocacy (AACN 2.2).

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG 635 - Outcome Measurement and Evaluation in Education

This course examines a variety of methodologies and partnerships the nurse educator utilizes to identify, measure, and analyze outcomes of all domains of learning to advance nursing scholarship. Students will examine formative and summative evaluation processes in the classroom and clinical settings, as well as nursing program accreditation processes to strengthen student learning outcomes. A nurse educator's responsibility to pursue his/her own continuous professional improvement and ability to function as a transformational leader within the educational environment will be explored.

Upon completion, students will be able to:

- Synthesize evidenced-based research to advance nursing scholarship incorporating Bloom's taxonomy (domain and level) to develop program outcomes, student learning outcomes, and course objectives (AACN 1.2).
- Conduct a comprehensive assessment as a foundation of formative and summative evaluation methods to strengthen students' learning outcomes in the didactic, laboratory, and clinical settings (AACN 4.2).
- Evaluate students' level of critical thinking and achievement of learning outcomes and course objectives by utilizing informatics and communication technologies to promote high quality and safe health care (AACN 8.2).
- Analyze and interpret statistics to determine test item reliability and validity by conducting a comprehensive assessment to strengthen outcomes (4.2).
- Describe partnerships with local, state, federal, and/or global teams for a systematic assessment and evaluation of nursing programs, including the accreditation process (AACN 7.1).
- Assess the nurse educator's role in his/her own professional practice, in nursing education scholarship, and as a transformational leader in the context of nursing's core values (AACN 9.6).

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG 650 - Nursing Education Practicum

This course provides practical experiences in the application, demonstration, and synthesis of educational theories and competencies. Students will work closely with an experienced nurse educator who is MSN, DNP, or Ph.D. prepared in either an academic or clinical setting, to meet the students' individual and course objectives for developing and implementing an evidence-based change in nursing education. (135 practicum hours equals 3 credit hours).

Upon completion, students will be able to:

- Demonstrate creativity in incorporating evidence-based strategies into curriculum development to promote person-centered care with principles of advocacy for high quality and safe patient care (AACN 1.1, 2.2).
- Implement information and communication technologies in an educational setting that strengthens outcomes (AACN 5.1, 8.2).

- Demonstrate proficiency in educators' role by fostering an encouraging a learning environment that is based on ethical and best practice principles from qualitative and quantitative research (AACN1.2,1.3).
- Evaluate students' performance against desired outcomes by utilizing a variety of strategies and technologies (AACN 4.1, 6.2).
- Appraise the educator's role in designing strategies that promote life-long learning incorporating professional nursing standards, certifications, and accreditation processes (AACN 9.4, 9.5).

Grade Basis: P
Credit hours: 3.0

NSG 652 - Nursing Administrator Practicum

This course provides practical experiences in the application, demonstration, and synthesis of leadership and administration theories and competencies. Students will work closely with an experienced nurse administrator/executive who is MSN, DNP, or Ph.D. prepared to meet the students' individual and course objectives for developing and implementing an evidence-based practice change project for completion in NSG 662. (135 practicum hours equals 3 credit hours).

Upon completion, students will be able to:

- Critically analyze a specific problem in a healthcare organization from the perspective of patient/family, staff, and organizations to address opportunities for innovation and changes in practice to optimize outcomes (AACN 4.2.).
- Demonstrate creativity in incorporating evidence-based strategies to develop and promote person-centered care with principles of advocacy for high quality and safe patient care (AACN 1.1, 2.2).
- Analyze an organization's structure and systems using appropriate leadership theories and models collaborating with stakeholders to optimize care and strengthen outcomes (AACN 4.1).
- Demonstrate transformational leadership skills in leading an interprofessional team through the assessment, development, and implementation of a practice change supported with research in nursing and other disciplines (AACN 2.5).
- Appraise the nurse leader's role in designing strategies that promote life-long learning incorporating professional nursing standards, certifications, and accreditation processes. (AACN 9.4, 9.5).

Grade Basis: P
Credit hours: 3.0
Lecture hours: 3.0

NSG 660 - Nursing Education Project

This course is an independent study with guidance from faculty and an experienced (an academic or clinical) nurse educator with an MSN, DNP, or Ph.D. degree). Students work individually to demonstrate their ability to integrate educational concepts, conduct research, produce scholarly work, and evaluate an educational issue. The scholarly project will be the development and implementation of an innovative teaching methodology or educational program in an academic or clinical setting

demonstrating transformational leadership skills. The project will be written in a scholarly format that includes statistical analysis of outcomes data.

Upon completion, students will be able to:

- Perform rigorous critique of research derived from databases to design evidence-based practices (AACN 1.2f 4.1).
- Design and demonstrate implementation of systems change strategies that improve outcomes (AACN 4.2).
- Develop policy changes to improve outcomes through knowledge generation and dissemination, as well as evaluation of implementation (AACN 4.2i).
- Assume a leadership role implementing quality educational improvement initiatives using effective communication (scholarly writing, speaking, and group interaction) skills (AACN 5.1j 10.3).

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

NSG 662 - Healthcare Administration Project

This course is an independent study with guidance from faculty and a preceptor (executive administrator). Students will demonstrate their ability to integrate concepts, conduct research, produce scholarly work, and evaluate a business topic. The scholarly project addresses an in-depth investigation of a question or problem related to a healthcare delivery system issue. Students work individually to lead a change process demonstrating transformational leadership skills. The project will be written in a scholarly format that includes statistical analysis of outcomes data. (Nursing students in NSG 662 will complete the project that was initiated in NSG 652).

Upon completion, students will be able to:

- Perform rigorous critique of research derived from databases to design evidence-based practices (ACEN 1.2f 4.1f).
- Design and demonstrate implementation of systems change strategies that improves outcomes. (ACEN 4.2d).
- Develop policy changes to improve outcomes through knowledge generation and dissemination, as well as evaluation of implementation (ACEN 4.2i).
- Assume a leadership role implementing safety and quality improvement initiatives using effective communication (scholarly writing, speaking, and group interaction) skills (ACEN 10.3j, 5.1j).

Grade Basis: L
Credit hours: 3.0
Lecture hours: 3.0

Restrictions:

- Cross-listed with HCA 662

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Midway University
512 E. Stephens Street, Midway, KY 40347
1.800.952.4122