NURSING (NSG)

College of Health Sciences

Courses

NSG 502. Perspectives of School Nursing. 4 Credits.
This course examines the structure of the educational organization issues that specifically affect the certified school nurse and impact the student in the learning environment. Emphasis will be placed on the school nurse's responsibility to enhance the student's ability to learn in relation to promotion, restoration, and maintenance of health.
Pre / Co requisites: NSG 502 requires a corequisite of NSG 501.
Distance education offering may be available.

NSG 512. Legal Mandates Of School Nursing. 3 Credits.
This course examines the structure of the educational organization and legal issues that specifically affect the certified school nurse and impact the student in the learning environment. Emphasis will be placed on the school nurse's responsibility to enhance the student's ability to learn in relation to promotion, restoration and maintenance of health.
Distance education offering may be available.

NSG 517. Selected Topics In Nursing. 1-6 Credits.
An in-depth study of selected, current topics relevant to the development of nursing majors. This course will emphasize the critical analysis of current topics that impact on professional nursing. Each student will develop a commitment to reading and critiquing research in professional journals as part of the teaching-learning process. Repeatable for Credit.

NSG 523. Suggestive Therapeutics for the Practicing Healthcare Professional. 3 Credits.
This course will provide a practical framework for the healthcare professional to structure suggestions and pattern communication with patients. Participants in this level will be able to effectively utilize suggestion in a variety of situations. The most recent innovations and research in the field will be presented and a variety of approaches will be synthesized into a comprehensive approach to the practice of suggestive therapeutics.

NSG 530. Nursing Theories & Issues. 3 Credits.
Exploration of a variety of theories and current issues that affect nursing practice, education, and administration.
Distance education offering may be available.

NSG 531. Healthcare Policy, Leadership & Organization. 3 Credits.
This course will introduce students to the concepts of health policy, leadership foundations and skills, quality and safety in healthcare and healthcare informatics. The course will prepare the nurse for nursing roles outside of direct patient care.
Distance education offering may be available.
Typically offered in Spring.

NSG 532. Pathophysiology for Advanced Practice Nursing. 3 Credits.
This course is designed to explore pathophysiologic concepts beginning at the cellular level and proceeding through major body systems. Emphasis will be placed on pathophysiologic changes across the lifespan. This course analyzes the signs and symptoms of various diseases enabling the student and advanced practice nurse to identify the mechanisms of disease and the clinical manifestations of those diseases so that rational therapies and interventions can be designed and implemented based on the pathophysiologic changes. Appropriate screening and diagnostic laboratory evaluative methods will also be included.
Distance education offering may be available.

NSG 533. Physical Assessment for APNs. 4 Credits.
This course combines comprehensive theoretical and laboratory experience to enable the nurse in advanced practice to complete a holistic health assessment of the client. Opportunity is provided to enhance the participant's ability to collect relevant data via use of appropriate interviewing methods, developmental and physical assessment techniques, critical thinking, and psychomotor skills (two hours; lecture; three hours, laboratory).

NSG 534. Pharmacology for APN. 3 Credits.
This course will build upon the pharmacologic knowledge acquired at the baccalaureate level. This course will introduce the advanced practice nurse to pharmacologic concepts utilized in advanced practice roles. Clinical decision making is applied as students explore pharmacologic aspects of disease management. Communication is encouraged and required through in-class discussion and written assignments.
Distance education offering may be available.

NSG 535. Population-based Health Promotion. 3 Credits.
An overview of the epidemiological model of disease causation. Various epidemiological study designs and their applications will be presented.
Distance education offering may be available.

NSG 536. Evidence Based Practice Research. 4 Credits.
Critical analysis of research design and outcomes, using existing nursing research studies from the professional literature and existing computerized simulated research to develop skill in research modalities.
Distance education offering may be available.

NSG 537. Bioethical Decision Making in Health Care. 3 Credits.
This is a core course in the Master of Science Nursing Program. Students will examine ethical principles, theories and concepts affecting clinical practice. Using these principles, students will focus on the identification, articulation and planned action for ethical concerns of the patient, family, healthcare provider, system, community and public policy levels.
Distance education offering may be available.

NSG 541. History & Philosophy of Higher Education & Nsg Education. 3 Credits.
This course is designed as an introduction to nursing education. The course examines historical and current philosophies of education which impact nursing education. The history of nursing education is examined and discussed in relation to current and future trends in nursing education. Philosophical similarities and differences between higher education and nursing education models are examined from a historical perspective with emphasis on the present and future state of nursing education. External and internal factors and issues influencing nursing education are discussed.
Distance education offering may be available.

NSG 542. Curriculum Development & Design in Nursing Education. 3 Credits.
This course is designed to examine the theory and practice of curriculum development as a group process, synthesizing basic principles of curriculum in nursing education.
Distance education offering may be available.

NSG 543. Measurement & Evaluation in Nursing Education. 3 Credits.
This course will focus on the application of principles of measurement and evaluation within nursing education. Practical experiences will include the construction and evaluation of classroom tests and clinical assessment instruments, as well as interpretation of standardized tests used within nursing education. Current trends and issues related to evaluation will be discussed.
Distance education offering may be available.

NSG 544. Teaching Strategies for Classroom & Clinical Settings. 3 Credits.
The course explores the various teaching strategies used in nursing classroom and clinical settings for students with diverse needs. The course is designed to prepare students to facilitate learning in these settings. It will provide the student with the opportunity to synthesize and integrate educational theories, research and curriculum planning and evaluation into the role of nurse educator. The course will facilitate the student's examination of the teaching-learning process and skills in professional nursing. The use of information technologies to support the teaching-learning process will also be explored.
Pre / Co requisites: NSG 544 requires prerequisites of NSG 530, NSG 531, NSG 532, NSG 533, NSG 534, NSG 535, NSG 536, NSG 537, and NSG 541.
Consent: Permission of the Department required to add.
Typically offered in Fall & Spring.

NSG 545. Nursing Education Teaching Practicum. 3 Credits.
Examination of the teaching-learning process and skills in professional nursing, with emphasis on baccalaureate or in-service education. Includes both classroom and clinical practicum teaching experience, as well as seminars with other students enrolled. Focus is community health nursing throughout.
Pre / Co requisites: NSG 545 requires prerequisites of NSG 530, NSG 531, NSG 532, NSG 533, NSG 534, NSG 543, and NSG 544.
This course provides an opportunity to integrate theory and practice which prepares students for advanced nursing practice as an adult/gerontology clinical nurse specialist (CNS). Students use theories from nursing and other sciences to plan, manage and evaluate direct care services provided to adults and families in community settings. Clinical experiences focus on case management, including advanced assessment, diagnosis, planning, and evaluation as it relates to wellness, health promotion and maintenance in this population. Opportunities for interprofessional experience are provided. Students participate in faculty led seminars discussing current topics related to the clinical focus areas with emphasis on clinical decision-making skills. Advance Practice Registered Nurses (APRN) mentor students in a clinical practice setting (Clinical practicum Wellness Promotion)

Pre / Co requisites: NSG 551 requires prerequisites: NSG 530, NSG 531, NSG 532, NSG 533 and NSG 534.

This course provides an opportunity to integrate theory and practice which prepares students for advanced nursing practice as an adult/gerontology clinical nurse specialist (CNS). Students use theories from nursing and other sciences to plan, manage and evaluate direct care services provided to adults and families in institutional and community settings. Clinical experience focuses on case management, including advanced assessment, diagnosis, planning, and evaluation as it relates to the management of acute and chronic comorbidities in this population. Opportunities for interprofessional experience and collaborative practice are provided. Students participate in faculty led seminars discussing current topics related to the clinical focus areas with emphasis on clinical decision-making skills. Advance Practice Registered Nurses (APRN) mentor students in a clinical practice setting.

Pre / Co requisites: NSG 552 requires prerequisites: NSG 530, NSG 531, NSG 532, NSG 533 and NSG 534.

This course provides an opportunity to integrate theory and practice which prepares students for advanced nursing practice as an adult/gerontology clinical nurse specialist (CNS). Students use theories from nursing and other sciences to plan, manage and evaluate direct care services provided to adults and families in institutional and community settings. Clinical experience focuses on case management, including advanced assessment, diagnosis, planning, and evaluation as it relates to the management of acute and chronic comorbidities in this population. Opportunities for interprofessional experience and collaborative practice are provided. Students participate in faculty led seminars discussing current topics related to the clinical focus areas with emphasis on clinical decision-making skills. Advance Practice Registered Nurses (APRN) mentor students in a clinical practice setting.

Pre / Co requisites: NSG 553 requires prerequisites: NSG 530, NSG 531, NSG 532, NSG 533 and NSG 534.

As the percentage of the aging population grows the need to understand the aging process increases and has become a priority for public health. This course will present in-depth analysis of aging theories (various developmental, biological, physiological, psychological, and social) and how they explain the process of normal aging and disease development. Students will discuss the major theoretical themes, clinical perspectives for theory application, and identify trends and topics in modern aging research. The defined population of the adult-gerontology CNS practice to be discussed in this course includes young adults (including late adolescents and emancipated minors), adults and older adults (including young-old, old and old-old adults).

Distance education offering may be available.

This course provides didactic content to prepare the CNS to provide primary and/or acute care to older adults. From a case study approach students will examine advanced nursing management of health, illness, and disease states in older adults as compared to younger adults. Content addresses differential diagnosis and management of common health problems, including appropriate physical assessment, diagnostic procedures, laboratory tests, and follow-up care for patients with both acute and chronic conditions. Students use evidence-based care and clinical guidelines to provide safe, holistic and cost effective care to the adult and geriatric patient in variety of healthcare settings.

Distance education offering may be available.

This course introduces Transitions Theory as the underpinning for the constantly shifting healthcare needs of individuals across the age continuum (from late adolescence to older age) and in a variety of settings. After a brief introduction, learning will occur through application of this theory to a variety of developmental, situational and health-illness transitions.

Distance education offering may be available.
NSG 708. Program Evaluation. 3 Credits.
Students review evaluation methods best suited for professionals in leadership roles. Standards of evaluation, planning designs and approaches are examined. Students examine methodologies for classifying interventions and outcomes and for evaluating the quality of healthcare delivered to individual clients and aggregates. Issue related to the implementation of outcome and quality management programs are explored. Distance education offering may be available. Typically offered in Spring & Summer.

NSG 709. Nursing Informatics. 2 Credits.
Students use information systems and technology, and provide leadership, to support and improve patient care and healthcare systems. Emphasis is on the knowledge and skills expected of a DNP graduate in analysis of technology, design and selection of information systems, proficiency in quality improvement technologies and evaluation of patient care systems. Related ethical, regulatory, and legal issues are discussed. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

NSG 810. Application of Evidence-Based Practice. 4 Credits.
This course will provide the learner with the opportunity to conceptualize the concepts of scholarship, leadership and advocacy into their advanced nursing practice. The learner will identify the focus of their DNP project. This project should be appropriate with the domain of scholarship of the learner. This course will culminate with recognition of a need and problem statement, a needs assessment and development of goals and objectives. Pre / Co requisites: NSG 810 requires prerequisites of NSG 701, NSG 702, NSG 703, NSG 704, NSG 705, NSG 706, NSG 707, NSG 708, and NSG 709. Distance education offering may be available. Typically offered in Fall & Spring.

NSG 811. DNP Project Seminar II. 3 Credits.
Students in DNP Project Seminar II synthesize and integrate newly acquired knowledge and skills and begin the implementation of their DNP project. Prior to data collection or intervention DNP students complete the protection of human subjects/Institutional Review Board (IRB) process. Students continue to prepare and refine the DNP Project paper for submission, measure project outcomes and evaluate the sustainability of their DNP Project. Students must present their work in a scholarly manner to colleagues and faculty. Pre / Co requisites: NSG 811 requires prerequisite of NSG 810. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

NSG 812. DNP Project Seminar III. 3 Credits.
Students continue implementation and evaluation of the DNP Project. Students analyze the findings of their DNP Project. Students prepare the DNP Project paper for submission, measure outcomes, ensure sustainability of the project and disseminate results. Students must present their work in a scholarly manner to colleagues and faculty. The completed DNP Project, presentation and paper are required for completion of the DNP Project Seminar III and graduation. Pre / Co requisites: NSG 812 requires a prerequisite of NSG 811. Distance education offering may be available. Typically offered in Fall, Spring & Summer.