Research Methods and Statistics  NRS 301  3 Credits

This course provides a thorough grounding in research methods and statistical practices, especially as applied in the health care setting. Concepts, principles, and methods of statistics from two perspectives, descriptive and inferential, are presented. Statistical topics include describing and displaying data, measures of central tendency and dispersion, correlation, simple-linear regression, mean comparisons, analysis of variance, and chi-square. Nurses use statistical skills in developing basic proficiency in analysis of scientific literature. By the end of the course, nurses are prepared for basic analysis of data, statistical interpretation, and evaluation of scientific publications and evidence.

Student learning outcomes:

Upon the completion of this course, the learner will be able to:

- Describe how statistics, data management, and statistical processes contribute to clinically excellent patient care.
- Identify the appropriate statistical test for a given research situation
- Perform basic statistical techniques.
- Summarize key aspects of scientific method and research processes.
- Discuss current scientific publications and how research findings support evidence-based nursing practice and constant clinical outcomes improvement.

Evidence-based Practice  NRS 402  3 Credit

Evidence Based Practice is an introduction and exploration into the basic understanding of the processes of theory, research, database evaluation, and evidence-based practice in nursing. The focus is on the use of evidence based practice within a context of caring to provide the highest quality patient care.

Student learning outcomes:

Upon the completion of this course, the learner will be able to:

- Define Evidence-Based Practice as the integration of research evidence and evidence based theories, clinical expertise, and patient/family preferences and values for optimal clinical decision making leading to quality patient outcomes.
- Differentiate clinical opinion from research and evidence summaries.
- Demonstrate the steps of the Evidence Based Practice Process.
- Describe how the strength and relevance of available evidence influences the choice of interventions in the provision of patient-centered care.
- Differentiate between qualitative, quantitative, and mixed design research studies.
- Appraise evidence for its validity and applicability to clinical practice.
• Obtain certification for Protection of Human Participants from National Institutes of Health and identify ethical, legal precepts, patients’ rights, and vulnerable populations.
• Evaluate the credibility of sources of information, including database and internet sources

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<th>Ethical Decision-Making and Spirituality</th>
<th>NRS 403</th>
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This course introduces nurses to leading ethical theories that underlie moral judgment and helps nurses to develop their capacities for decision-making in patient care and advocacy. Attention is also paid to the role spirituality can play in helping nurses confront issues of death and human suffering. Nurses are exposed to the American Nurses Association (2015) Code of Ethics and ethics related to transcultural nursing.

Major course themes include an introduction to Utilitarian, Kantian, and Virtue theories with special attention to how these principles apply to nursing practice. An introduction to the elements of Christian spirituality, with an ecumenical emphasis on processing and discerning appropriate responses to challenging and traumatic experiences related to pain, suffering, and end of life care are included.

**Student learning outcomes:**

Upon the completion of this course, the learner will be able to:

• Distinguish between utilitarian, Kantian, and virtue ethical theories.
• Apply utilitarian, Kantian, and virtue ethical theories in discussion and resolution of moral dilemmas. Examine one’s personal spirituality and relationship with a higher power.
• Explain how spirituality and ethics impact nursing through an examination of clinical ethical issues such as palliative care and end of life care.
• Interpret the 2015 American Nurses Association Code of Ethics and its relevance to individual nursing practice.
• Explore the ethical issues related to transcultural nursing care

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<th>Pathophysiologic and Pharmacologic Concepts</th>
<th>NRS 405</th>
<th>3 Credits</th>
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This course prepares the nurse to integrate and apply clinically advanced pathophysiologic and pharmacologic concepts with diverse patient populations across the lifespan, using holistic frameworks. This course emphasizes essential aspects of nursing care with both acute and chronic illness of the following human systems: cellular and immune system, integumentary, musculoskeletal, genitourinary, gastrointestinal, and the HEENT. This course prepares the nurse to integrate current concepts and science in genetics and bioethics. Ultimately, this course prepares the professional nurse to systematically analyze and manage the patient with a holistic assessment that incorporates the sciences of genetics, pathophysiology, and pharmacology.

**Student Learning Outcomes:**
By the end of this course, the students will be able to:

- Integrate physical, psychosocial, cultural, spiritual, and developmental patient characteristics in the analysis of pathophysiologic events and changes, as well as, pharmacologic actions and responses.
- Analyze nursing implications of major drug classes, pharmacokinetics, and pharmacodynamics as they relate to patient conditions and pathophysiologic changes.
- Examine ethical and practice implications surrounding current science in genetics and technology.
- Evaluate patient use of alternative therapies as they relate to patient conditions and medication interactions.

Public Health: Nursing Care of Populations  
NRS 407  
3 Credits

This course prepares the nurse for designing, delivering, and evaluating care for groups, communities, and populations. It incorporates essential concepts from public health: epidemiology, surveillance, and disaster management. Key aspects of health care finance are introduced. Central to the course are the themes of social justice, human rights, resource management, and cultural aspects of health and illness. This course prepares nurses for effective population-focused care from global health care to bedside practice.

Student Learning Outcomes:

By the end of this course, the students will be able to:

- Plan and evaluate evidence-based nursing care to communities and populations.
- Apply public health concepts in any nursing practice setting or specialty.
- Discuss key aspects of organization and administration, including finance, of community based health care services.
- Integrate aspects of culture, ethics, spirituality, and resource management in determining best strategies for improving the health status of communities.
- Identify at-risk/vulnerable populations in need of public health services.
- Explain concepts of epidemiology and disease control in public health/community health practices.
- Incorporate the Healthy People 2020 Objectives into the delivery of care to a community or an aggregate.
- Explain the purpose/role of official public health agencies: World Health Organization, National, State, County, and Tribal.
- Discuss ethical issues of public health practice and population-based practice.
- Identify the nurse’s role in emergency and disaster care.

Health Promotion and Disease in the Community  
NRS 408  
3 credits

This course prepares the nurse to evaluate the impact of health promotion and chronic illness on the patient, family, and community. It emphasizes essential aspects of care of illnesses within the family and community of the following human systems: Cardiovascular, pulmonary, neurologic, endocrine, and
renal systems. This course emphasizes the health and development issues found in the pediatric and geriatric populations. This course focuses on health promotion, education, illness prevention, and cultural care of the individual, family, and community.

**Student Learning Outcomes:**

By the end of this course, the students will be able to:

- Summarize basic lifespan and aging-related considerations in nursing care design and delivery.
- Discuss nursing care practices in the community based on health changes emphasizing chronic illness and health promotion.
- Integrate physical, psychosocial, cultural, and developmental patient characteristics in the analysis of disease.
- Explore nursing care practices based on pathophysiologic changes and pharmacologic responses to simulated or theoretical clinical situations emphasizing chronic illness and health promotion.
- Describe health disparities of minority populations in the United States and the goals of Healthy People 2020 to eliminate/reduce disparities.
- Describe the roles of other disciplines in the delivery of community health services.
- Identify community resources/agencies instrumental in the delivery of health services.
- Participate in the political process to ensure public health.
- Describe principles of culturally competent care which includes guidelines from the Office of Minority Health.

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<th>Global Perspectives in Healthcare</th>
<th>NRS 418</th>
<th>3 Credits</th>
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The development of a global perspective on healthcare is the focus of this course. Students will explore the social determinants of health including local, national, and international trends. Frameworks that emphasize the meanings of health and healthcare; prevention and management; and related ethical, economic, and social justice concerns are introduced. Students explore global healthcare topics of interest to understand health and illness beliefs, identify barriers to healthcare access, and integrate the historical, social, political, and economic forces that impact healthcare.

**Student learning outcomes:**

Upon the completion of this course, the learner will be able to:

- Describe current healthcare systems with emphases in local, national, and global arenas and how these systems impact nursing practice.
- Compare the healthcare delivery system in the United States with the healthcare delivery system of a different country.
- Analyze the effects of access to healthcare on patient outcomes and explore alternative solutions.
- Develop and implement appropriate strategies to support healthcare access for one identified population.
- Integrate leadership roles and management functions in finance and healthcare reimbursement.
Organizational Leadership in Quality and Safety  NRS 419  3 Credits

This course focuses on leadership in a variety of healthcare settings related to quality and safety. Content includes regulatory requirements, creating a culture of safety and caring and identifying tools and resources that are available to the nurse leader to improve processes and systems. These best practices and strategies use an intraprofessional team approach to influence change across the organization.

**Student learning outcomes:**

Upon the completion of this course, the learner will be able to:

- Analyze and explore quality and safety regulatory requirements in a variety of organizational settings.
- Differentiate between system and human error while maintaining a culture of safety and caring for populations and the healthcare team.
- Identify a variety of tools and resources to enhance process improvement, collaboration with intraprofessional teams and patient safety performance for organizations.

Advanced Issues in Nursing Leadership  NRS 420  3 Credits

This course examines the nursing leadership role within a large healthcare system. Content includes leadership characteristics, ethics, team building skills, conflict resolution, and legal and political issues that affect nursing in today’s challenging healthcare environment. These and other timely topics will be discussed, analyzed, and applied to help prepare nurse leaders for the future.

**Student learning outcomes:**

Upon the completion of this course, the learner will be able to:

- Synthesize the role of the nurse as leader within a large healthcare system, including observations based on a formal shadow leadership experience.
- Analyze the ANA Code of Ethics with interpretive statements that enhance professional nursing leadership practice.
- Identify tools and strategies to successfully build teams in a variety of settings.
- Understand and apply the legal aspects and principles related to the regulations of healthcare professionals and settings.
- Describe how current political issues affect nursing and the delivery of health care.

Senior Seminar  NRS 494  3 Credits

Serving as a culmination of a student’s coursework for a BSN program, the capstone course is intended to reinforce and further develop the program level competencies. The project expects the student to integrate their learning experiences into a coherent, focused product that blends theory, practice, and experience. The capstone project is an analytical exercise that is expected to be of superior quality.
The learning outcomes include developing analytical skills, framing problems and recommendations, engaging students collaboratively, communicating effectively both orally (public speaking) and in writing (analytical and persuasive) for a clinical based nursing problem. After a careful and thoughtful review of the course description, course objectives, and the Nursing Program Outcomes, a clinically relevant project demonstrating Best Practices is expected. Instructor permission and manager support/permission is required prior to beginning the project. Interdisciplinary involvement is highly encouraged.

During Capstone I, the student will (a) select a clinically based nursing problem, (b) obtain manager support and instructor permission, (c) complete review of literature, and prepare a written proposal. The paper will include project synopsis, needs assessment, and review of literature. The paper will be presented to the appropriate staff involved in the work, e.g. nurse manager, interdisciplinary team members, and/or senior leadership prior to project implementation.

**Student learning outcomes:**

Upon the completion of this course, the learner will be able to:

- Apply knowledge gained in didactic and previous courses that will improve patient care.
- Use current evidence for decision making and to improve healthcare outcomes.
- Use effective communication skills to interact with interprofessional healthcare team members.
- Incorporate teaching/learning theory and principles in the role of the nurse leader.
- Describe how reflective practice enhances critical thinking and the development of new insights into professional practice.