NURSING (NUR)

NUR 230  Foundations of Professional Nursing 6 credits
Students are introduced to the role of the professional nurse with emphasis on the Christian ethic of social justice. Students examine the historical and theoretical foundations of professional nursing practice. Fundamental nursing concepts and the nursing process are introduced, building knowledge essential to the provision of holistic and culturally sensitive nursing care of individuals and families across the lifespan with a concentration on geriatric care. The use of information technology to support safe patient care is explored. A course focus is development of accountable and ethical decision-making. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Minimum grade of C in BIO 315 and BIO 316)

NUR 231  Foundations of Professional Nursing Lab 3 credits
This lab course focuses on creating a solid foundation for nursing care of the adult with an emphasis on the geriatric patient. Students apply the skills learned in the theory component of this course. Emphasis is placed on holistic basic health assessment, documentation of assessment, evidence based assessment tools, and the introduction of skills necessary to maintain wellness and promote the health of diverse adult and geriatric populations. Basic principles of medication administration are covered. Medication administration content focuses on client rights, safety, and methods of oral and non-parenteral medication administration of adults. Basic nursing concepts of safe patient handling and client assistance with activities of daily living are reviewed and reinforced. (Prerequisites: Minimum grade of C in BIO 315 and BIO 316)

NUR 232  Nursing Approach to Nutritional Foundations 2 credits
This course is an introduction to the nurse’s role in promoting optimal health through nutrition and supplementation. Focus is placed on wellness from a personal and public health perspective, increasing health literacy, and alternative nutritive methods. Using an interprofessional perspective, the learners analyze the role of nutrition in different cultural contexts, ensuring optimal nutrition across the lifespan. Students will analyze the use of technology to support wellness and health goals. This course includes classroom instruction. (Prerequisites: Minimum grade of C in BIO 300, CHE 115, MAT 165)

NUR 240  Applied Pathophysiology and Health Assessment 4 credits
This course addresses the pathophysiology of illness and disease in adult and geriatric patients and identifies the role of the professional nurse in assessment and collaborative symptom management. Using case studies, students will explore maximizing patient quality of life and maintaining optimal function of patient outcomes. The use of simulation and skills lab enable the student to synthesize the knowledge of pathophysiology and symptom management in the care of patients with acute and chronic medical conditions. This course includes classroom instruction and skills lab. (Prerequisites: Minimum grade of C in NUR 230, NUR 231, NUR 232)

NUR 241  Pharmacology in Nursing 3 credits
This course examines the role of the nurse in comprehensive care of patients that require pharmacological therapy, including the use of integrative therapies. Content focuses on client rights, safety, and methods of medication administration across the lifespan. Information technology including the electronic health record are utilized to support safe medication administration. This course includes classroom instruction, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 230, NUR 231, NUR 232)

NUR 242  Nursing Care of the Adult I 5 credits
Utilizing evidence-based practice, students apply theoretical knowledge, scientific principles, and the teaching/learning processes to patient care while working with the interprofessional team to promote health for the adult and geriatric patient. The role of the nurse as provider and coordinator of care in planning, implementing, and evaluating evidence-based care is emphasized. The focus is on principles essential for acquiring and developing technical nursing skills in addition to effective use of resources such as databases, incorporating them into professional practice. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 230, NUR 231, NUR 232)

NUR 330  Ethics & Decision Making in Nursing Practice 4 credits
This course examines the fundamental ethical theories, principles, Christian virtues, and models of decision-making designed, to support the complex issues nurses face today. At the completion of this course students will have a greater understanding of the ethical principles applied to nursing practice and health care delivery settings. Basic ethical principles relating to research with human subjects will be explored. The Christian ethic of social justice is explored with the emphasis upon reducing health disparities. Students will begin to develop a personal model of decision making that is consistent with core personal values, legal and regulatory requirements, standards of care and the ANA Code of Ethics for Nurses.

NUR 331  Evidence Based Practice 3 credits
This course provides tools for understanding how research in nursing improves patient outcomes and the health of populations. Topics include research design and methodologies, ethical guidelines, beginning research writing and the role of the nurse as a collaborator in research. The student acquires the skills needed to utilize databases to search for and identify scientific resources, synthesizing data to determine best practice in the care of individuals, families, and populations. This course includes classroom instruction. (Prerequisites: Minimum grade of C in NUR 240, NUR 241, NUR 242)

NUR 341  Palliative and End of Life Care 2 credits
This course examines complex issues unique to end of life, such as life support and patient self-determination. Emphasis is placed on holistic patient care, focusing on the role of the nurse in advocating and caring for the physical, emotional, cultural and spiritual needs of the patient and their family at the end of life. Additionally the role of the palliative interventions for patients with chronic illness and alterations in comfort is explored. The role of the hospice nurse and care of the dying patient is examined. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 240, NUR 241, NUR 242)
**NUR 342 Nursing Care of the Adult II 6 credits**
This course expands upon Nursing Care in Adult I with a focus on disease etiology, clinical manifestations of illness, and management of holistic nursing care for chronic abnormalities of the adult population. Students synthesize data and prioritize care for multiple complex adult and geriatric patients, making adaptations to plans of care based on the nursing process. Students expand their nursing role as effective communicators and collaborators in interprofessional healthcare teams, emphasizing continuity and quality of care with concepts of case management and health informatics. The course expands upon the role of the nurse as teacher and advocate for patient well-being as well as the legal and ethical professional values of the nurse. Students use self-reflection and self-evaluation processes to enhance their growth in professional roles. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 240, NUR 241, NUR 242)

**NUR 345 Professional Practice and Role Development in Nursing 4 credits**
This course explores the historical, current, and future outlook of nursing practice. Students will critically examine the current and emerging trends for the nurse's role in health care delivery. Professional accountability is emphasized through reinforcement of the profession's Code of Ethics for Nurses and the Nursing Scope and Standards of Practice, and Nursing's Social Policy Statement. Emphasis will be placed on how social policy may influence nursing practice and healthcare delivery. Nursing theory is introduced. Students will draft a personal philosophy of nursing, to include his/her beliefs regarding the four major concepts of nursing (nurse, client, health, and environment) and their interface to the interprofessional team, and the evolving context of healthcare.

**NUR 350 Nursing Care of the Childbearing Family 4 credits**
Utilizing the nursing process, this course prepares the student to meet the developmental, biological and psychosocial health and illness needs of the childbearing family within the context of family-centered care. Students analyze theories, concepts, research, issues and trends as well as genetic and environmental factors that affect the health of the childbearing family. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in COM 309, PSY 230, NUR 331, NUR 341, NUR 342)

**NUR 351 Nursing Care of the Childrearing Family 4 credits**
Utilizing the nursing process, this course prepares the student to meet the developmental, biological and psychosocial health and illness needs of the childrearing family within the context of family-centered care. Students analyze theories, concepts, research, issues and trends as well as genetic and environmental factors that affect the health of the childrearing family. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in PSY 230, COM 309, NUR 331, NUR 341, NUR 342)

**NUR 352 Behavioral Health in Nursing 4 credits**
Students apply evidence-based practice in the care and management of individuals experiencing alterations in mental health. Students investigate implications of living with an altered pattern of behavior, thought, or mood. The impact of these alterations on the family and community are also discussed. The professional values of the nurse are explored through study of ethical issues and the therapeutic use of self in establishing nurse-patient relationships. The course emphasizes analysis of coping mechanisms and other treatment modalities along with the nurse’s role in interprofessional collaboration. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in PSY 230, COM 309, NUR 331, NUR 341, NUR 342)

**NUR 360 Transcultural Nursing & Advanced Health Assessment 4 credits**
The content of this course is designed to advance skills in health assessment, including physical, behavioral, psychological, spiritual, family history, socioeconomic, and environmental, and will further broaden and advance the student’s knowledge of human diversity and global awareness. Frameworks that support culturally competent care will be analyzed. The student will gain understanding of specific cultural phenomena and apply knowledge of the phenomena to assessment and intervention techniques to cultural groups. The student will further explore ethnocentrism and reflect on his/her own cultural biases, prejudices, and stereotypes and the impact they may have on providing culturally competent care that supports Christian acts of service and justice.

**NUR 375 Evidence-Based Practice 4 credits**
This course provides a basis for analysis and application of current nursing qualitative and quantitative research to the practice of nursing. The research process is examined and utilized to provide a foundation for students to critically examine published research articles and guidelines. Barriers to integrating evidence to practice will be analyzed with potential solutions explored within the course.

**NUR 400 Leadership and Management in Nursing 4 credits**
This course is focused on development of leadership and management skills necessary for effective nursing practice. Theories of leadership and management are introduced, and management roles and functions are reviewed. An overview of finance and healthcare reimbursement will be provided along with nursing's contribution to organizational finance and reimbursement. Collaboration and communication with interdisciplinary teams will be analyzed, and students will practice strategies for negotiation and conflict resolution. The role of the nurse within micro and macro systems of healthcare organizations will be explored. The purpose of the mission, vision, philosophy, and values in relation to organizational structure and nursing’s role will be examined. The contributions of nursing and the nurse leader in creating and supporting a culture of safety and caring will be analyzed. Quality improvement models and structure, process, and outcome measures are explored with a focus on patient safety principles and care standards.

**NUR 430 Nursing Informatics 4 credits**
This course introduces students to healthcare information systems and basic informatics concepts. The impact of technology to safeguard nursing practice and patient outcomes will be examined. Emphasis is placed on the management of information, knowledge, and technology to support efficiency, encourage effective communication, enhance the quality and safety of patient care, and ensure accurate documentation and revenue capture. Efficiency and accuracy of data collection for regulatory purposes will be explored via extracted or abstracted methods. The use of data to influence changes in clinical practice aimed at the improvement of patient outcomes will be examined. Students will explore informatics concepts and continuous improvement models to support improved workflow and efficiency, encourage effective communication, drive decision support, and ensure accurate documentation. Resource stewardship and patient safety considerations will guide students throughout the course.
NUR 445  Introduction to Care Coordination & Case Management 4 credits
This course will compare health reform goals and the role of care coordination and case management in supporting improved quality and safety of care for individuals and populations, and controlling cost through the efficient and effective use of resources that mitigates fragmentation of communication of health information and delivery of services. The nurse’s role in patient-centered care coordination is explored with emphasis on care transitions and care coordination models for the different levels of care. Risk stratification tools will be examined with contrast to the public health prevention levels. Formulation of a collaborative, personalized, and proactive care plan to address the patient’s needs and health risks based on their prevention level of risk will be explored. Ongoing evaluation methods with measurable outcomes will be identified with discussion of care plan revision based on the outcomes.

NUR 460  Community Health Nursing 4 credits
This course focuses on the role of the nurse providing population focused nursing care supporting clinical prevention. The history of community health will be reviewed and contrasted with the current roles in community health nursing. Concepts of health promotion, disease prevention, epidemiology, environmental health and emergency/disaster preparedness are explored. Health policy will be analyzed within and outside the United States and as to its impact on health disparities, health, the healthcare experience, and cultural competence of those delivering the care. The Christian ethic of social justice will be further examined as it relates to populations and reducing health disparities. A practice experience designed to meet the requirements for the Minnesota Board of Nursing Public Health Nursing Registration is included, which involves completion of a community health assessment. In addition, a proposed public health program with population focused nursing interventions will be identified through collaboration with community agencies. Lastly, measurable health-related outcomes for the community/population assessed will be identified.

NUR 461  Leadership and Management in Nursing 5 credits
This synthesis course focuses on nursing leadership and professional role development. Students consider principles of management, leadership, conflict resolution, negotiation, and group process skills as they evaluate the role of the nurse as a designer, manager, and coordinator of interprofessional care. The course addresses methods to evaluate and improve the quality of nursing care and analyze cost-effective healthcare delivery systems. Students are required to complete and present a quality improvement project as part of their clinical experience. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 350, NUR 351, NUR 342)

NUR 463  Care of the Complex Patient 3 credits
Students synthesize knowledge and apply evidence-based practice in the care and management of patients with multiple complex health conditions. As accountable decision makers, students correlate patient assessment with pathophysiology and evaluate responses to interventions for patients requiring intensive nursing and medical care. Students further develop the roles of educator, collaborator, leader, and advocate to care for patients and families across the continuum of care. This course includes classroom instruction, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 350, NUR 351, NUR 352)

NUR 470  Community and Public Health 4 credits
Concepts of health promotion, disease prevention, epidemiology, environmental health, urban and rural healthcare, health disparities, and community needs assessment, social determinants of health, health theories, and emergency/disaster preparedness are explored and related to the Christian ethic of social justice. Students explore the role of the nurse as a change agent in influencing public health policy, and the nurse’s role in the prevention of disease. The course includes a clinical experience designed to meet the requirements for the Minnesota Board of Nursing Public Health Nursing Registration, which involves completion of a community health assessment. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 461, NUR 463)

NUR 471  Transition to Professional Nursing 7 credits
This capstone course prepares students for entry into professional nursing practice as a lifelong learner. Utilizing self-reflection, students will identify goals that demonstrate responsibility for continued personal and professional development. Students complete an internship experience focused on transition to practice. As part of processing the accumulation of baccalaureate nursing knowledge, NCLEX-RN exam preparedness is also a course focus. This course includes classroom instruction and clinical experiences. (Prerequisites: Minimum grade of C in NUR 461, NUR 463)

NUR 475  Nursing Capstone 4 credits
This capstone course emphasizes reflective practice and integration of learning obtained during student’s liberal arts and fundamental nursing course journey. Students will refine their personal philosophy of nursing, to include his/her beliefs regarding the four major concepts of nursing (nurse, client, health and environment) and their interface to the interprofessional team, and the evolving context of healthcare. Short- and long-term professional goals will be identified to include their plan for lifelong learning and contributions for advancement of the profession. An e-professional portfolio will be created and compiled by each student.

NUR 498  Nursing Practicum 1-12 credits
The goal of the Nursing Practicum is to advance student nursing skills and knowledge. This practicum places students in a setting where the student learns to apply entry-level and more advanced competencies, focusing on enhanced preparation for the NCLEX-RN exam.