College of Nursing

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Mission Statement

The College of Nursing, founded in the principles of the Jesuit Catholic tradition, and honoring the Credo and Mission of the University, is committed to educating students to be innovative leaders in providing healthcare for individuals and populations.

Students will become creative scholars, reflective and compassionate practitioners, collaborative professionals, and global citizens through personal and professional formation anchored in social justice. Faculty create and share new knowledge to advance the discipline of nursing through teaching, service, research, and professional practice.

Statement of Goals

Creighton University offers a value centered education grounded in the Ignatian Values with emphasis on Cura Personalis, Finding God in all things, Faith and Justice, and Women and Men for and with others.

The College of Nursing provides opportunities and guidance for students to master the knowledge and skills necessary to become competent professional nurses and to develop their individual intellectual, spiritual, and physical potential. Qualities considered highly desirable for nursing are critical thinking skills; clinical reasoning and clinical judgment skills; sensitivity to the feelings, responses, and needs of others; professional communication skills; integrity; and a developed sense of values. The College believes that understanding and managing the care of clients can only be achieved by balancing the knowledge, skills, and values gained in the humanities, basic sciences, and nursing.

The Goals of the College of Nursing are to:

1. Support development of caring professionals who are culturally sensitive and who respect the uniqueness and dignity of the client;
2. Provide a value-centered educational environment conducive to meeting learning needs of diverse student populations;
3. Promote critical thinking, professional competence, and accountability for the management of care to improve health outcomes;
4. Foster a professional commitment for life-long learning and scientifically based practice.
5. Promote a disposition toward service to others and engaged civic responsibility.
6. Support the ability to communicate professionally and therapeutically using diverse modalities.

Baccalaureate Nursing Degree Offerings

The College of Nursing offers three pathways for undergraduate study leading to a Bachelor of Science in Nursing (BSN) degree: the Traditional Curriculum for qualified high school applicants and college transfer students, the Accelerated Nursing Curriculum (ANC) for qualified persons with non-nursing baccalaureate or higher degrees, and the RN-BSN program designed for qualified registered nurses with associate degrees or diplomas in nursing. The College also collaborates with Hastings College to offer a 3+1 dual degree program with Hastings College in Hastings, NE. This program is designed for students completing a Health Systems Major or other appropriate major at Hastings College, meets the prerequisites for the accelerated BSN and successfully completes all accelerated nursing curriculum (ANC) course requirements. The ANC curriculum is offered on the satellite campus in Hastings, Nebraska. The College of Nursing also offers the ANC Curriculum at Creighton’s Regional Campus Dignity-Saint Joseph’s Hospital in Phoenix, Arizona. The Accelerated Nursing Curriculum conducts classroom and practicum courses on a term-based delivery model with 8-week terms as well as 1-3 week intensive terms. This course delivery model is designed to meet the learning and scheduling needs of the adult learner. The RN-BSN program is offered in an on-line delivery format.

The BSN program is designed to prepare qualified graduates for generalist practice in acute care, community-based and other settings with diverse populations. The nursing curricula offer a prescribed sequence of courses and learning experiences that provide for the progressive development of knowledge and skills necessary for practice as a nurse generalist for diverse populations and across the continuum of care. Courses are sequential in nature and must be taken in the order identified. Upon completion of degree requirements in the Traditional and ANC curricula, students are eligible to take the National Council of State Boards of Nursing (NCSBN) Registered Nurse (RN) licensure examination (NCLEX-RN). The BSN program establishes the foundation for graduate study in nursing.

The baccalaureate degree in nursing program is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org) (CCNE), (http://www.ccneaccreditation.org). The baccalaureate program is also approved by the Nebraska State Board of Nursing (http://dhhs.ne.gov/publichealth/Licensure/Documents/NebraskaApprovedNursingEdPrograms.pdf).

Baccalaureate Nursing Degree Program Outcomes

Nursing is an applied discipline devoted to achieving the outcomes of health promotion, protection, maintenance, and restoration for diverse populations in multiple settings. Nurses use theory and research from the health sciences, physical and social sciences and arts and humanities as the basis for managing the care of individuals, families, groups, and communities and populations from diverse cultures. Interprofessional collaboration among health disciplines in conjunction with clients enhances the delivery of safe health care as well as achievement of quality, cost effective outcomes. Students are prepared to practice as generalists in a variety of settings with diverse populations. Because of the College’s belief that learning is a lifelong endeavor, completion of any BSN curriculum pathways provides a foundation for advanced study at the graduate level.

Completion of any of the three curriculum pathways prepares students to:

1. Integrate respect for each person’s dignity, worth, and spiritual uniqueness into professional practice;
2. Synthesize knowledge from nursing and other disciplines to coordinate health care for and with diverse clients;
3. Demonstrate clinical judgment and professional accountability that supports safe practice and quality client outcomes;
4. Collaborate and communicate effectively as a leader and advocate using diverse modalities;
5. Manage resources efficiently and effectively in the coordination and management of care;
6. Incorporate deliberate reflection, self-awareness, and values consciousness into a process of personal and professional formation;
7. Integrate professional, legal and ethical standards into nursing practice;

Courses

NUR 125. Professional Concepts I. 1 credit. SP
NUR 125 Professional Concepts I introduces concepts central to the role of the baccalaureate-prepared registered nurse. The course incorporates information related to current nursing practice roles including those of nursing students, nursing specialties, advanced practice nursing, and interprofessional roles. Students will be introduced to professional practice standards and the essential competencies associated with professional nursing. Students engage in initial personal and professional profile development in this course.

NUR 200. Statistical Reasoning. 3 credits. FA, SP
NUR 200 introduces nursing students to statistical reasoning using real data from healthcare related studies. The course will focus on the assumptions, and concepts behind common statistical techniques to give students a firm grasp of how and why statistics are used in healthcare. Each week will consist of both lecture and hands-on analysis using computer-based statistical tools. P: One Magis Core Mathematical Reasoning course.

NUR 205. Health Assessment Across the Lifespan lab for RNs. 1 credit. SP
This course focuses on application of knowledge gained in previous courses and experiences to the physical, psychosocial, and functional assessment of persons at various stages of lifespan development. Emphasis is placed on the baccalaureate nurse's role in identifying, describing, and communicating assessment findings using a cephalocaudal approach. P: Anatomy and Physiology; Admission to the RN-BSN Program.

NUR 223. Nutrition. 2 credits. FA
NUR 223 provides an overview of the principles and science of nutrition from a personal, consumer, prevention and medical nutrition therapy standpoint. P: So stdg.

NUR 224. Health Assessment Across the Lifespan. 2 credits. SP, SU
NUR 224 introduces students to the knowledge, principles, and skills necessary to assess the physical, psychosocial, and functional status of persons at various stages of lifespan development. Emphasis is placed on the nurse's role in assessing, identifying and describing normal and abnormal findings using a systems approach. P: BMS 111; BMS 303; NUR 223; NUR 228 or department consent. CO: NUR 226. Department permission required for summer enrollers and non-nursing majors.

NUR 226. Health Assessment Practicum. 1 credit. SP, SU
NUR 226 provides opportunities for students to apply concepts learned in NUR 224 to the physical, psychosocial, and functional assessment of persons at various stages of lifespan development. Emphasis is placed on developing basic skills and techniques necessary to conduct a comprehensive health assessment and physical examination. Students will apply physiological and pathophysiological concepts to the normal and abnormal findings of health assessment, physical examination and common health alterations. Graded Satisfactory/Unsatisfactory. CO: NUR 224.

NUR 228. Lifespan Development. 3 credits. FA
This course is a broad overview of normal human development from the prenatal stage through older adulthood. Emphasis will be placed on understanding the individual in the context of the psychological, social, behavioral, cultural and spiritual environment. P: PSY 201 and SOC 101 or SOC 102 or ANT 111.

NUR 229. Foundational Concepts in Nursing & Health Assessment. 3 credits. SP, SU
NUR 229 focuses on the knowledge, principles, and skills necessary to assess the physical, psychosocial, and functional status of clients at various stages of lifespan development using a concept-based approach. Foundational nursing and interprofessional concepts, principles, and skills that promote quality and safety outcomes in health care management are addressed. Emphasis is placed on the nurse’s role in assessing, identifying, and describing expected findings and variances. Quality Safety Education for Nursing (QSEN), Interprofessional Education Collaborative (IPEC), Institute for Healthcare Improvement (IHI), and the Creighton Care Management Model are used to help students develop affective, cognitive, and psychomotor skills required to be effective members of the health care team. P: BMS 111, BMS 303, NUR 223, NUR 228, Department permission for summer; CO: NUR 230; P or CO: NUR 125.

NUR 230. Foundational Concepts in Nursing & Health Assessment Lab. 2 credits. SP, SU
NUR 230 Foundational Concepts & Health Assessment in Nursing Practicum provides opportunities for students to apply assessment, foundational nursing, and interprofessional concepts learned within co-requisite courses. Emphasis is placed on developing basic skills, techniques, and foundational nursing concepts necessary to conduct a comprehensive health assessment and provide safe, quality patient care. (60 lab hours). CO: NUR 229.

NUR 235. Foundations and Health Assessment Concepts. 2 credits. FA, SP
NUR 235 focuses on the knowledge, principles, and skills necessary to assess the physical, psychosocial, and functional status of clients at various stages of lifespan development using a concept-based approach. Foundational nursing and interprofessional concepts, principles, and skills that promote quality and safety outcomes in health care management are addressed. Emphasis is placed on the nurse’s role in assessing, identifying, and describing expected findings and variances. Quality Safety Education for Nursing (QSEN), Interprofessional Education Collaborative (IPEC), Institute for Healthcare Improvement (IHI), and the Creighton Care Management Model are used to help students develop affective, cognitive, and psychomotor skills required to be effective members of the health care team. P: Admission to ANC; Compliance Requirements completed; Co: NUR 236.

NUR 236. Foundations and Health Assessment Concepts Practicum. 1 credit. FA, SP
NUR 236 provides opportunities for students to apply assessment, foundational nursing, and interprofessional concepts learned within co-requisite courses. Emphasis is placed on developing basic skills, techniques, and foundational nursing concepts necessary to conduct a comprehensive health assessment and provide safe, quality patient care. (45 practicum hours). P: Admission to ANC; Compliance Requirements completed; CO: NUR 235.
NUR 243. Care Management Concepts I. 5 credits. FA, SP
NUR 243 introduces the use of the CUCON Care Management Model in promoting, protecting, restoring and maintaining health. Emphasis is placed on fundamental concepts and exemplars related to actual and potential health alterations across the lifespan and with diverse populations. P: NUR 235, NUR 236, NUR 250, NUR 341; CO: NUR 244; P or CO: NUR 258.

NUR 244. Care Management Concepts Practicum I. 5 credits. FA, SP
NUR 244 provides students the opportunity to apply the CUCON Care Management Model in promoting, protecting, restoring and maintaining health. Focus is on diverse populations across the lifespan with actual and potential health alterations. Proficiency with fundamental care management skills and technologies is acquired. Learning experiences will take place in a variety of acute, transitional, rehabilitation, long-term, and community-based settings. 225 practicum hours. P: NUR 235, NUR 236, NUR 250, NUR 341; CO: NUR 243; P or CO: NUR 258.

NUR 250. Human Pathophysiology Concepts. 3 credits. FA, SP
NUR 250 provides an overview of pathophysiological concepts across the lifespan. The course will define fundamental concepts, identify principles of health alterations, and provide an overview of common pathologies as well as the pathophysiological alterations related to body systems. It is designed for students with limited or no clinical experience. P: Admission to ANC; Compliance requirements completed. P or CO: NUR 235, NUR 236.

NUR 252. Human Pathophysiology. 3 credits. SP, SU
NUR 252 provides an overview and analysis of foundational human pathophysiological concepts and common health alterations/exemplars that occur across the lifespan. This course expands on knowledge gained from microbiology, anatomy and physiology, and chemistry. It is designed for students with limited or no clinical experience. P: BMS 111, BMS 303, CHM 111 or CHM 203/204, and MIC 141. P or CO: CHM 112 and CHM 113 OR CHM 203 and CHM 204. Department permission required for summer enrollees and non-nursing majors.

NUR 255. Safety/Quality in Care Management Lab I. 1 credit. SP
NUR 255 teaches foundational nursing and interprofessional concepts, principles, and skills that promote quality and safety outcomes in health care management. This course incorporates competencies from Quality Safety Education for Nursing (QSEN), Interprofessional Education Collaborative (IPEC), and Institute of Medicine (IOM) to help students develop affective, cognitive, and psychomotor skills required as members of the health care team. This 1-credit hour lab equates to 2 contact hours/week of lab, simulation, and seminar experiences. P: Admission to the Nursing program. P or CO: CHM 112 and CHM 113; or CHM 203 and CHM 204.

NUR 258. Population-Based Health I. 1 credit. FA, SP
NUR 258 focuses on nursing care of individuals, families, aggregates, communities, and populations. Principles and practices of public health are discussed. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of health promotion and disease prevention interventions for diverse populations. The role of the nurse as advocate for social justice is explored. P: NUR 235, NUR 236, NUR 250, NUR 341.

NUR 288. Health Assessment Across the Lifespan. 2 credits. FA, SP
NUR 288 is designed to introduce students to the knowledge, principles and skills necessary to assess the physical, psychosocial, and functional status of persons at various stages of lifespan development. Emphasis is placed on the nurse’s role in assessing, identifying and describing normal and abnormal findings using a systems approach. P: Admission into ANC program. CO: NUR 289.

NUR 289. Health Assessment Practicum. 1 credit. FA, SP
NUR 289 provides opportunities for students to apply knowledge gained in previous courses to the process of physical, psychosocial and functional assessment of persons at various stages of lifespan development. A hands-on approach is used to enable students to acquire the knowledge and skills necessary to perform a comprehensive health assessment on individuals at various stages of lifespan development and to describe normal findings. Graded Satisfactory/Unsatisfactory. CO: NUR 288.

NUR 290. Care Management I: Concepts for Health Promotion and Outcomes Improvement. 5 credits. FA
NUR 290 emphasizes health concepts, health changes, and fundamental interventions for health restoration. The course focuses on health promotion and wellness, chronicity and quality of life, basic human needs, and care management and outcomes improvement for diverse populations. P: NUR 288 and NUR 289; CO: NUR 252, NUR 291, and NUR 341.

NUR 291. Care Management for Health Promotion And Outcomes Improvement Practicum I. 5 credits. FA
NUR 291 provides practicum learning experiences necessary for students to apply concepts and principles of human development, culture, ethnicity and socioeconomic status in their understanding of health promotion for clients across the lifespan. Opportunities for health assessment and goal-directed communication are provided so that students increase their competence in the use of these skills. Proficiency with fundamental technologies/skills is acquired at this level. Graded Satisfactory/Unsatisfactory. CO: NUR 290.

NUR 300. Transition to Online Baccalaureate Education. 1 credit.
NUR 300 provides opportunities for newly admitted College of Nursing RN to BSN or Outcomes Management and Care Coordination Leadership Certificate students to explore the University’s Jesuit, Catholic history and Ignatian values; become familiar with program and course expectations; gain an understanding of the tools and services available through the University; and review study strategies to encourage success. P: Admission to the RN-BSN Degree Program or Outcomes Management and Care Coordination Leadership Certificate Program.

NUR 312. Evidence Based Practice I. 3 credits. FA, SU
NUR 312 addresses the development of beginning level skills in research utilization and critiquing health care research for purposes of quality and quality improvement. Emphasis is placed on clinical decision-making based on evidence exploration and integration of current scientific evidence, use of clinical reasoning, identification of client preferences, and assessment of available resources. Focus is placed on the analysis and synthesis of evidence to evaluate health care outcomes and answer a clinical question relevant to nursing practice and client-centered care. P: NUR 243, NUR 244; or CO: NUR 323.

NUR 315. Outcomes Management & Care Coordination I: The Nurse’s Role in Care Transition. 3 credits. SP
NUR 315 introduces the concepts of outcomes management, care management, and the role of the professional nurse as a provider, designer, and manager of care for the individual or family to enhance quality care. Emphasis is placed on the professional nurse’s role in the coordination of patient-centered care; including navigation of care within and among health care settings, and facilitating care transitions. P: Admission to the RN-BSN degree program or the Outcomes Management and Care Coordination Leadership Certificate Program. CO: NUR 319.
NUR 319. Leadership Seminar I: Self-Inquiry. 1 credit. SP
NUR 319 provides an introduction to leadership for RN students to reflect on their professional career development and leadership roles in today's complex health care environment. Students examine the responsibility and accountability of the professional nurse through self-assessment, self-reflection, and inquiry. P: Admission to the RN-BSN degree program or the Outcomes Management & Care Coordination Leadership Certificate program. CO: NUR 315.

NUR 323. Professional Concepts I: Leadership. 2 credits. FA, SU
NUR 323 introduces concepts central to the role of the baccalaureate-prepared registered nurse. Students will learn about nursing scope and standards of practice, interprofessional practice, nursing specialties, and essential leadership competencies. The course emphasizes concepts foundational to resource allocation and utilization in managing the delivery of care, and integrates these concepts in the context of leadership roles in care management, clinical outcome improvement, and interprofessional collaboration. P: NUR 243, NUR 244; CO: 312.

NUR 331. Nursing Pharmacology. 3 credits. FA
NUR 331 provides students with a foundation of pharmacology. The course addresses pharmacodynamics and pharmacokinetic properties, therapeutic uses, adverse effects, contraindications, and basic nursing considerations for selected drug classifications. This course is designed for students with limited or no clinical experience. P or CO: NUR 252.

NUR 335. Outcomes Management & Care Coordination II: Teamwork & Collaboration. 3 credits. SP
NUR 335 examines outcomes management and care coordination from the perspective of the nurse as a leader in the interprofessional team. Best practices for teamwork and collaboration in healthcare are explored to promote optimal health outcomes. Students further develop competencies in communication and relations management, professionalism, change management, and partnerships required to successfully coordinate care across the care continuum. P: NUR 315; CO: NUR 340.

NUR 338. Population-Based Health II. 1 credit. SP, SU
NUR 338 Population-Based Health builds upon concepts from NUR 258 to integrate theory, knowledge, and skills from nursing, social sciences, and public health in meeting the health needs of individuals and families. Assessment skills are broadened to include families and communities using population-based, prevention-focused approaches. Emphasis is placed on understanding determinants of health, communicable disease and evidence-based practice from a population perspective. Health-related public policy, Public Health and healthcare systems are explored. P: NUR 243, NUR 244, NUR 258, NUR 323.

NUR 339. Care Management Concepts I. 5 credits. FA
NUR 339 introduces the use of the CUCON Care Management Model in promoting, protecting, restoring and maintaining health. Emphasis is placed on fundamental concepts and exemplars related to actual and potential health alterations across the lifespan and with diverse populations. P: Ethics course, NUR 252, NUR 229, NUR 230; CO: NUR 342; P or CO: NUR 331 or Department consent.

NUR 340. Leadership Seminar II: Exploration of Leadership. 1 credit. SP
NUR 340 introduces students to principles and concepts of leadership in nursing practice from the perspective of working within an interprofessional team. Leadership theories and styles will be explored in relationship to the professional nurse's role as a leader within a team. Emphasis is placed on the professional nurse's ability to apply creative and critical thinking toward promoting leadership among nurses as members of interprofessional teams. P: NUR 319; CO: NUR 335.

NUR 341. Foundations of Pharmacology for Nursing. 3 credits. FA, SP
NUR 341 provides students with a foundation of pharmacology. The course addresses pharmacodynamics and pharmacokinetic properties, therapeutic uses, adverse effects, contraindications, and basic nursing considerations for selected drug classifications. This course is designed for students with limited or no clinical experience. P: Admission to ANC Program; Compliance Requirements completed P or CO: NUR 235, NUR 252.

NUR 342. Care Management Concepts Practicum I. 5 credits. FA
NUR 342 provides students the opportunity to apply the CUCON Care Management Model in promoting, protecting, restoring and maintaining health. Focus is on diverse populations across the lifespan with actual and potential health alterations. Proficiency with fundamental care management skills and technologies is acquired. Learning experiences will take place in a variety of acute, transitional, rehabilitation, long-term, and community-based settings. (225 practicum hours) CO: NUR 339.

NUR 343. Care Management Concepts II. 5 credits. SP, SU
NUR 343 focuses on applying the Care Management Model in promoting, protecting, restoring and maintaining health in clients with increased complexity. Emphasis is placed on concepts and exemplars that demonstrate common episodic and chronic disease trajectories affecting diverse populations across the lifespan. P: NUR 243, NUR 244, NUR 312, NUR 323; CO: NUR 344; P: NUR 338.

NUR 344. Care Management Concepts Practicum II. 5 credits.
NUR 344 is designed to apply the Care Management Model in promoting, protecting, restoring and maintaining health with increasing complexity. Focus is on diverse populations across the lifespan with common episodic and chronic disease trajectories. Proficiency in skills and technologies used in the care of clients with acute and chronic alterations in health is acquired. Learning experiences will take place in a variety of settings including, but not limited to hospitals, long-term care settings, behavioral health, and community-based settings. P: NUR 243, NUR 244, NUR 323; CO: NUR 343; P: NUR 338.

NUR 345. Leadership Seminar III: Systems-Based Leadership. 1 credit. SU
NUR 345 provides opportunities for students to enhance their leadership competencies by further exploring theories and principles of leadership in relationship to complex systems. The nurse's role in leading within complex healthcare systems to promote quality care will be emphasized. P: NUR 340; CO: NUR 356.

NUR 346. Evidence-Based Practice I. 3 credits. FA
NUR 346 addresses the development of beginning level skills in research utilization and critiquing health care research for purposes of quality and quality improvement. Emphasis is placed on clinical decision-making based on evidence exploration and integration of current scientific evidence, use of clinical reasoning, identification of client preferences, and assessment of available resources. Focus is placed on the analysis and synthesis of evidence to evaluate health care outcomes and answer a clinical question relevant to nursing practice and client-centered care. P: NUR 200 or equivalent, Junior standing or department consent.

NUR 348. Care Management Concepts II. 5 credits. SP
NUR 348 focuses on applying the CUCON Care Management Model in promoting, protecting, restoring and maintaining health in clients with increased complexity. Emphasis is placed on concepts and exemplars that demonstrate common episodic and chronic disease trajectories affecting diverse populations across the lifespan. P: NUR 339, NUR 342, NUR 331, NUR 346; CO: NUR 349.
NUR 349. Care Management Concepts Practicum II. 5 credits. SP
NUR 349 gives students the opportunity to apply the CUCON Care Management Model in promoting, protecting, restoring and maintaining health with increasing complexity. Focus is on diverse populations across the lifespan with common episodic and chronic disease trajectories. Proficiency in skills and technologies used in the care of clients with acute and chronic alterations in health is acquired. Learning experiences will take place in a variety of settings including, but not limited to hospitals, long-term care settings, behavioral health, and community-based settings. (225 practicum hours) CO: NUR 348.

NUR 350. Professional Learning Assessment. 1 credit. SP
Students earn academic credit by submitting a written portfolio, a collection of reflective essays with supporting documentation that demonstrate college-level learning. In these written narratives, students reflect critically on how personal and professional experiences—workplace training, community service, or self-study, among others—have contributed to learning over a lifetime and how this learning will be integrated into your present and future nursing career. To substantiate knowledge claims, students include certificates, letters of reference, photographs, newspaper clippings, or other relevant, verifiable documentation. The portfolio is submitted to a faculty panel, which recommends credit appropriate for the level and scope of learning that has occurred. P. Admission to the RN-BSN degree program.

NUR 351. Care Management and Outcomes Improvement I. 5 credits. FA
NUR 351 is an introduction to the care management process in promoting, protecting, restoring and maintaining health. Content includes transcultural concepts across the lifespan and with diverse populations. P. Ethics course, NUR 224, NUR 226, NUR 225; CO: NUR 352; P or CO: NUR 341 or Department consent; NUR 355.

NUR 352. Care Management and Outcomes Practicum I. 4 credits. FA
NUR 352 provides practicum opportunities for students to apply concepts of care management in the health promotion, protection, restoration and maintenance for diverse populations across the lifespan. Proficiency with fundamental care management skills and technologies is acquired. Learning experiences will take place in a variety of acute, long term, and community based settings. Graded Satisfactory/Unsatisfactory. CO: NUR 351.

NUR 353. Principles of Population-Based Health Care. 3 credits. FA
NUR 353 is designed to provide students with theoretical perspectives, skills and knowledge associated with the primary functions of public health. Students will use principles of epidemiology and demographic measurement of populations and groups to examine the distributive factors of health needs in populations. Students will apply concepts of community/population as client to the assessment, planning, implementation, and evaluation used in select populations. Students will identify how the care management process is incorporated in the community/population health planning process. P. NUR 255, NUR 224, NUR 226, NUR 225.

NUR 355. Safety/Quality in Care Management Lab II. 1 credit. FA
NUR 355 teaches advanced nursing and interprofessional concepts, principles, and skills that promote quality and safety outcomes in health care management. This course incorporates competencies from Quality and Safety Education for Nurses (QSEN), Interprofessional Education Collaborative (IPEC), and the Institute of Medicine (IOM) to help students develop the affective, cognitive, and psychomotor skills required as a member of the health care team. This 1-credit hour lab equates to 2 contact hours/week of lab, simulation, and seminar experiences. P. NUR 255, NUR 224, NUR 226, and NUR 252.

NUR 356. Outcomes Management & Care Coordination III: Healthcare Environment. 3 credits. SU
NUR 356 addresses concepts of complex systems, organizational design, and nursing care delivery systems to enhance the professional nurse's ability to design, manage, and coordinate care. Concepts of quality management, quality indicators, and cost of quality, commonly used QI tools and processes (PCDA) will be used to guide discussions and assignments. P. NUR 335; CO: NUR 345.

NUR 357. Professional Concepts II. 2 credits. SP
NUR 357 introduces students to the concepts, principles, and practices of nursing leadership in complex organizations and systems. The course emphasizes concepts foundational to resource allocation and utilization in managing the delivery of care, and integrates these concepts in the context of leadership roles in care management, clinical outcome improvement, and interprofessional collaboration. Regulatory, financial, and healthcare policy influences on professional nursing practice will be introduced. Students engage in continued personal and professional profile development in this course. P. NUR 346.

NUR 360. Research & Evidence-Based Practice. 3 credits. SU
NUR 360 introduces students to concepts of evidence-based practice. Students acquire skills in developing and refining interdisciplinary clinical practice problems. Informatics skills for accessing various levels of evidence related to practice are introduced. By applying critical appraisal criteria, students determine the value and applicability of health care research and information. The components of EBIP including research evidence, clinical expertise, and patient values are applied to practice to improve the quality of health care in diverse client populations. P. NUR 200 or equivalent.

NUR 365. Nursing Ethics in Everyday Practice. 2 credits. SU
NUR 365 builds on nurses' experience in the clinical setting, using it to discern ethical issues and to identify moral distress. Students become familiar with resources in ethical deliberation, including ethics principles, value statements, frameworks, and the critical components of communication. Through discussion, texts, and film students encounter challenging issues and cases, gaining practice in both collaboration and applying resources. Using reflection students will examine their reactions to course materials in an iterative fashion, improving their skills in critical analysis. Through discussion and in writing students will learn to articulate definitive positions and ground them in the discourse of nursing ethics. P. PHL 270/THL 270 or its Equivalent.

NUR 366. Population Health I. 2 credits. SP
NUR 366 Population-Based Health I focuses on nursing care of individuals, families, aggregates, communities, and populations. Principles and practices of public health are discussed. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of health promotion and disease prevention interventions for diverse populations. The role of the nurse as advocate for social justice is explored. P. NUR 346; Instructor consent for non-nursing majors.

NUR 371. Care Management and Outcomes Improvement II. 5 credits. SP
NUR 371 focuses on the care management of diverse populations experiencing health alterations or diseases which may include those that are highly prevalent; have a significant effect on morbidity and quality of life; are highly preventable and/or create a financial burden for the individual, the health care system, and society. Emphasis is placed on using the disease management model to understand the common trajectory of selected diseases and the major cost drivers of selected diseases. P. NUR 331, NUR 351, NUR 352, NUR 353, and NUR 355; CO: NUR 372; P or CO: NUR 375.
NUR 372. Care Management and Outcomes Improvement Practicum II. 5 credits. SP
NUR 372 provides practicum experiences in care management in a variety of settings for clients with selected episodic and chronic alterations in health states. It applies concepts learned in NUR 371. Emphasis is placed on an interprofessional collaborative approach to disease management in order to achieve optimal outcomes. Graded Satisfactory/Unsatisfactory. CO: NUR 371; P: Oral Communication course.

NUR 375. Safety and Quality in Care Management Lab III. 1 credit. SP
NUR 375 engages students in the care management process through application of nursing and interprofessional concepts, principles, and skills that promote quality and safety outcomes in health care management. This course incorporates competencies from Quality and Safety Education for Nurses (QSEN), Interprofessional Education Collaborative (IPEC), and the Institute of Medicine (IOM) to help students develop the affective, cognitive, and psychomotor skills required as a member of the health care team. This 1-credit hour lab equates to 2 contact hours/week of lab, simulation, and seminar experiences. P: NUR 351, NUR 352, NUR 353, and NUR 355.

NUR 377. Research and Evidence-Based Nursing Practice. 3 credits. SP
NUR 377 addresses the development of beginning level skills in research utilization and critiquing health care research for purposes of quality and quality improvement. Students are introduced to ways of knowing and critical thinking as frameworks for understanding and contributing to evidence-based practice in nursing. P: NUR 200 or Statistics equivalent; Junior standing or Dept consent.

NUR 415. Hunger & Health Care in Subsaharan Africa. 3 credits.
NUR 415 provides students with a theoretical basis and foundation for participation in a Faculty Led Program Abroad related to hunger and health care in Sub-Saharan, Africa. The course culminates in an immersion experience in Zambia, Africa. Topics include characteristics and challenges of Sub-Saharan African nations in fulfillment of the United Nations Sustainable Development goals, common health metrics for measurement of health, emerging infectious disease and controls, the environmental context of health, and health care access. The course will also cover factors leading to hunger and the consequences of malnutrition. P: To participate in this course, students are required to be working toward a health professions major or have a major in Medical Anthropology.

NUR 416. Care Management Concepts III. 5 credits. FA
NUR 416 focuses on applying the CUCON Care Management Model in promoting, protecting, restoring and maintaining health in clients with increasingly complex illness acuity and chronicity. Emphasis is placed on concepts and exemplars involving urgent or emergent, complex, and/or multi-system health alterations affecting diverse populations across the lifespan. P: NUR 348, NUR 349, NUR 357; CO: NUR 417; P or CO: NUR 439.

NUR 417. Care Management Concepts Practicum III. 5 credits. FA
NUR 417 Practicum gives students the opportunity to apply the CUCON Care Management Model in promoting, protecting, restoring and maintaining health. Focus is on diverse populations across the lifespan with urgent or emergent, complex and/or multi-system health alterations. Proficiency with increasingly complex care management skills and technologies is acquired. Learning experiences will take place in a variety of settings including, but not limited to: acute and critical care areas, rehabilitation, and the community. (225 practicum hours). CO: NUR 416.

NUR 421. Professional Concepts II: Policy and Advocacy. 2 credits. SU
NUR 421 focuses on the nurse's professional responsibility in advocating policies that promote access, affordability, equity, safety, and social justice for diverse populations. Advocacy, activism, and leadership will be applied across spheres of influence: workplace/workforce, professional associations and advocacy groups, government, and the community. Content focuses on reciprocal relationships among society, health care organizations, and the nursing profession. P: NUR 323, NUR 343, NUR 344.

NUR 436. Professional Concepts III: Transition to a Values-Based Profession. 2 credits. FA, SU
NUR 436 facilitates transition from the student role to a values-based professional nursing role. The content focuses on the reciprocal ethical relationships between society, health care organizations, and the nursing profession. This course provides opportunities for students to appraise how professional nurses can consistently demonstrate core values related to nursing, care management, and health care. Political, legal, economic, ethical, social, cultural, and technologic influences on health care, and professional nursing practice are addressed. P: NUR 421.

NUR 439. Population Health II. 3 credits. FA
NUR 439 Population-Based Health II builds upon the concepts from NUR 366 to integrate theory, knowledge, and skills from nursing, social sciences, and public health in meeting the health needs of populations. Principles of epidemiology and demographic measurement of populations and groups are applied to examine the distributive factors of health needs in populations. The CUCON Care Management process and evidence-based community/population models serve as frameworks in learning community health program planning process. Emphasis is placed on the nurse’s role in community and systems level interventions, including advocacy, and social justice principles. P: NUR 366, NUR 346, NUR 348, NUR 349.

NUR 443. Care Management Concepts III. 5 credits. FA, SP
NUR 443 focuses on applying the CUCON Care Management Model in promoting, protecting, restoring and maintaining health in clients with increasingly complex illness acuity and chronicity. Emphasis is placed on concepts and exemplars involving urgent or emergent, complex, and/or multi-system health alterations affecting diverse populations across the lifespan. P: NUR 343, NUR 344, NUR 338; CO: NUR 444, P or CO: NUR 480.

NUR 444. Care Management Concepts Practicum. 5 credits. FA, SP
NUR 444 is designed to apply the CUCON Care Management Model in promoting, protecting, restoring and maintaining health. Focus is on diverse populations across the lifespan with urgent or emergent, complex and/or multi-system health alterations. Proficiency with increasingly complex care management skills and technologies is acquired. Learning experiences will take place in a variety of settings including, but not limited to: acute and critical care areas, rehabilitation, and the community. 225 practicum hours. P: NUR 343, NUR 344, NUR 338; CO: NUR 443; P or CO: NUR 480.

NUR 450. Evidence-Based Practice II. 1 credit. FA, SU
NUR 450 provides students the opportunity to utilize research to support quality improvement initiatives and evidence-based practice. Students are given the opportunity to develop and disseminate a proposal for a quality improvement project. P: NUR 312, NUR 443, NUR 444; CO: NUR 489; P or CO: NUR 436.
NUR 460. Outcomes Management and Care Coordination IV: Population-Based Care Integration. 3 credits. FA
NUR 460 introduces population health and community-level interventions. Content includes the core concepts of public health, prevention-focused community nursing practice, community needs assessment and health planning. Emphasizes the professional nurse's role as a partner in providing integrated care within community systems. NUR 460 includes one semester credit hour (45 contact hours) of practicum. P: NUR 356; CO: NUR 478.

NUR 465. Outcomes Management and Care Coordination V: Capstone. 3 credits. SU
NUR 465 provides opportunities for students to synthesize concepts of care management and coordination, team work, collaboration, conflict management and negotiation, and health care policy in developing a Quality Improvement Project within their work setting. Integration of an understanding the health care environment, regulations, and finance within an ethical framework and Ignatian values will further inform their project. The student will work with a preceptor/mentor in the work site during QI Project development and dissemination. This capstone course includes one semester credit hour (45 hours) of practicum. P: NUR 460 and all core courses must be completed prior to enrollment in NUR 465; CO: NUR 490.

NUR 471. Care Management and Outcomes Improvement III. 5 credits. FA
NUR 471 focuses on the care management of clients with multiple, complex problems associated with selected diseases of high risk, high prevalence, and high cost. Multiple needs of clients at various levels of illness acuity and chronicity are examined. P: NUR 371, NUR 372, NUR 375, NUR 377 and One Magis Core Contemporary Composition course; CO: NUR 472.

NUR 472. Care Management and Outcomes Improvement Practicum III. 5 credits. FA
NUR 472 incorporates practicum experiences in a variety of settings with clients experiencing multiple, complex problems associated with episodic and chronic illnesses. Emphasis is placed on development of the nurse as a leader of the interdisciplinary care management team. Graded Satisfactory/Unsatisfactory. CO: NUR 471.

NUR 473. Leadership for Care Management. 2 credits. FA
NUR 473 focuses on the investigation, analysis and application of principles and practices of leadership and management in health care delivery systems. It emphasizes concepts foundational to resource allocation and utilization in managing the delivery of care, and integrates these concepts in the context of leadership roles in care management, clinical outcome improvement, and interprofessional collaboration. P: NUR 371, NUR 372, NUR 375, and NUR 377.

NUR 474. Applied Nursing Ethics. 3 credits. FA
NUR 474 identifies ethical issues in health care and distinguishes carefully among salient features of these problems' moral, social, legal, and political dimensions. Emphasis is placed on development of skill in conceptual analysis, critical thinking, moral reasoning, argumentation and developing an ability to consider and articulate objections to a range of views. P: NUR 371, NUR 372, NUR 377 and One Magis Core Ethics course.

NUR 475. Professional Concepts III. 3 credits. SP
NUR 475 Professional Concepts III focuses on the nurse's professional nursing responsibility in advocating policies that promote access, affordability, equity, and social justice for diverse populations. Advocacy, activism, and leadership will be applied across spheres of influence: workplace/workforce, professional associations and advocacy groups, government and the community. Content focuses on reciprocal relationships among society, health care organizations and the nursing profession. P: NUR 357, NUR 416, NUR 417, NUR 439, NUR 476.

NUR 476. Applied Nursing Ethics. 3 credits. FA
NUR 476 identifies ethical issues in health care and distinguishes carefully among salient features of these problems' moral, social, legal, and political dimensions. Emphasis is placed on development of skill in conceptual analysis, critical thinking, moral reasoning, argumentation and developing an ability to consider and articulate objections to a range of views. P: Ethics course, NUR 339, NUR 342 or Department consent.

NUR 477. Evidence-Based Practice II. 2 credits. SP
NUR 477 The Evidence-Based Practice II course provides students the opportunity to utilize research to support quality improvement initiatives and evidence-based practice. Students are given the opportunity to develop and disseminate a proposal for a quality improvement project. P: NUR 346; CO: NUR 483; P or CO: NUR 475.

NUR 478. Leadership Seminar IV: Leadership and Population-Based Care Integration. 1 credit. FA
NUR 478 identifies leadership approaches that intersect with population-based care integration. Introduces leadership approaches that impact both healthcare systems and community health. Students synthesize community-level data and explore steps in community program planning. Identifies linkages between generalist nursing practice and Public Health Nursing core competencies. P: NUR 345; CO: NUR 460.

NUR 480. Population-Based Health III. 1 credit.
NUR 480 builds upon the concepts from NUR 338 to apply theory, knowledge, and skills from nursing, social sciences, and public health in meeting the health needs of populations. Principles of epidemiology and demographic measurement of populations and groups are applied to examine the distributive factors of health needs in populations. The Care Management process and evidence-based community/population models serve as frameworks in learning community health program planning process. Emphasis is placed on the nurse's role in community and systems level interventions. P: NUR 343, NUR 344, NUR 338.

NUR 481. Transition to Professional Nursing. 2 credits. SP
NUR 481 is designed to facilitate transition from student to professional nurse. Students are provided opportunities to explore political, legal, economic, ethical, social, cultural, and technologic influences on trends and issues related to nursing, care management and health care. Content focuses on reciprocal relationships among society, health care organizations, and the nursing profession. P: NUR 473, and NUR 474; CO: NUR 485.

NUR 482. Care Management and Outcomes Improvement Capstone Practicum. 8 credits. SP
NUR 482 provides students with opportunities to synthesize professional nursing concepts and skills in a selected clinical setting with an emphasis on care management and clinical outcome improvement. The course emphasizes the ability to develop sound clinical decision-making skills and work effectively with the multidisciplinary team. Emphasis is also placed on the use of research in total quality improvement and evidence-based practice. (360 Practicum hours). P or CO: NUR 481; NUR 485; P: NUR 471; NUR 472.
NUR 483. Capstone Practicum. 7 credits. SP
NUR 483 Capstone Practicum provides students with opportunities to synthesize professional nursing concepts and skills in a selected clinical setting and in simulated care scenarios with a focus on care management and clinical outcome improvement. The course emphasizes developing sound clinical decision-making skills and working effectively with the interprofessional team. Emphasis is also placed on transition to professional practice and NCLEX-RN exam preparation. (315 practicum hours). P: NUR 416, NUR 417, NUR 476; CO: NUR 477; P or CO: NUR 475.

NUR 485. Policy and Advocacy in Health Care. 2 credits. FA, SU (Offered FA for Accelerated BSN Students;)
NUR 485 focuses on understanding the influence of regulatory, financial, and healthcare policies on professional nursing practice. The course emphasizes professional nursing responsibility in advocating for access, affordability, equity, and social justice for diverse populations as organizational, local, national, and global healthcare policies are formulated. Advocacy, activism, and leadership will be considered across the spheres of influence: workplace/workforce, government, associations and advocacy groups, and the community. CO: NUR 481 (traditional BSN students) or NUR 496 and NUR 497 (accelerated BSN students).

NUR 486. Healthcare Policy, Regulation, and Finance. 2 credits. FA
This course explores the policy, regulatory, and financial influences on health care coordination, transition, and outcomes management for individuals and populations. Students examine current and historical events, policies, and financial models affecting healthcare delivery and outcomes through the lens of various ethical principles and societal contexts. The nurse’s roles as advocate and leader in many spheres of influence are explored including the workplace, government, professional organizations, communities, and global.

NUR 488. Directed Independent Study. 0.5-3 credits.
Supervised study related to specific areas of nursing concern. Learning experiences include directed readings, seminar, presentations, classroom activities, and other assignments designed to enhance the students’ knowledge and skill base in care management of diverse populations. This course will be graded with a letter grade (A-F).

NUR 489. Capstone Practicum. 6 credits. FA, SU
NUR 489 synthesizes professional nursing concepts and skills in a selected clinical setting and in simulated care scenarios with a focus on care management and clinical outcome improvement. The course emphasizes developing sound clinical decision-making skills and working effectively with the interprofessional team. Emphasis is also placed on transition to professional practice and NCLEX-RN exam preparation. 270 practicum hours. P: NUR 443, NUR 444; CO: NUR 450; P or CO: NUR 436.

NUR 490. Leadership Seminar V: Capstone. 2 credits. FA
NUR 490 provides students opportunities to synthesize principles and concepts of leadership in nursing practice, leadership theories and styles, Ignatian values and their own critical self-analysis to development a plan for leadership throughout their careers. Emphasis is placed on promoting leaders who are reflective practitioners with creative and critical thinking skills. Building upon their initial portfolios, students will assess and analyze their achievement of both self-identified goals and program outcomes. P: NUR 478; CO: NUR 465.

NUR 495. Directed Independent Study. 0.5-3 credits.
Supervised study related to specific areas of nursing concern. Learning experiences include directed readings, seminar, presentations, practicum experiences and other activities designed to enhance the students’ knowledge and skill base in care management of diverse populations. This course will be graded as “Satisfactory/Unsatisfactory.”

NUR 561. Definitions of Health - Implications for Care: Austria, Hungary and the United States. 3 credits.
NUR 561 explores different understandings of health and how these influence perceptions of care and policies pertaining to public health and health care. Students will compare and contrast their own understandings, perceptions, and knowledge about health care and public health in the U.S. with those of diverse groups encountered during a two-week program in Austria and Hungary, providing them with a unique opportunity to explore innovative thoughts and approaches for public health and health care in the United States. P: Junior or Senior standing.