

# MARCELLA NIEHOFF SCHOOL OF NURSING

## Mission, Vision & Core Values

Our Jesuit values guide us to shape the future of health and health care

**Our mission** at the Marcella Niehoff School of Nursing is to advance the science of nursing and provide a transformative education in the Jesuit Catholic tradition that prepares compassionate, innovative, diverse nurse leaders who provide care for the whole person and partner locally and globally to promote social justice and health for all.

**Our vision** at the Marcella Niehoff School of Nursing is to be a preeminent leader in transforming the health of persons, families, communities and populations, while promoting social justice, health equity and quality care for all.

In keeping with the University's Ignatian heritage, the School of Nursing is committed to the five hallmark characteristics of a Jesuit education. These characteristics provide the foundation for our core values, helping guide and motivate our administrators, faculty, students, and graduates to think differently about their approach to health care.

## Core Values

### Commitment to Excellence

Apply well-learned lessons and skills to achieve new ideas, better solutions, and vital answers.

- Promote dialogue, critical thinking, and the discernment of meaning in the process of enhancing health of persons and communities, both locally and globally.
- Foster an academic environment that supports and guides students in their transformation toward becoming health care leaders.

### Faith in God and the Religious Tradition

Promote well-formed and strongly held beliefs in one's faith tradition to deepen others' relationship with God.

- Acknowledge that humans are physical, psychosocial, and spiritual beings
- Recognize that spirituality affects health.
- Respect that spirituality is lived out differently through diverse faiths, beliefs, and religious traditions.
- Create a safe place to search for meaning in the process of discovery and transformation, as well as social change.
- Respect our potential for achievement while accepting our human limitations in the pursuit of good.

### Service that Promotes Justice

Use learning and leadership in openhanded and generous ways to ensure freedom of inquiry, the pursuit of truth, and care for others.

- Commit to social justice by engaging individuals, families, and communities, both locally and globally, to improve and promote health.
- Recognize that health disparities exist; those with the greatest need and with the least access hold a higher priority for action.

- Engage in research and application of evidence-based practice or best practices that limit health disparities.

## Values-Based Leadership

Ensure a consistent focus on personal integrity, ethical behavior in business and in all professions, and the appropriate balance between justice and fairness.

- Foster synergistic collaborations within and between professions, disciplines, programs, and partners.
- Respect the dignity and fundamental rights of all.
- Embrace the tension that exists between competing priorities (e.g., mission-driven, financially-driven, Ethical & Religious Directives for Catholic Health Care Services) when making choices.
- Accept responsibility to make choices and act through discernment, being wise stewards of resources.
- Actively seek diversity in people, programs, professions, and practice to strengthen the communities of which we are a part.
- Promote a culture of purposeful transparency.

## Global Awareness

Demonstrate an understanding that the world's people and societies are interrelated and interdependent.

- Understand that individuals are intimately connected to, live within, and operate within community.
- Recognize that communities have cultural capital with unique strengths.
- Foster relationships and engaging in partnerships in order to promote health.
- Embrace culture as a means to serve and to lead change toward better health.
- Apply the lessons we learn locally to global milieus and applying lessons learned globally to local initiatives.

## Undergraduate Programs

- Nursing (Accelerated BSN) (<https://catalog.luc.edu/undergraduate/nursing/absn/>)
- Nursing (BSN) (<https://catalog.luc.edu/undergraduate/nursing/four-year-bsn/>)
- Nursing (RN to BSN) (<https://catalog.luc.edu/undergraduate/nursing/rn-bsn/>)

## Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (<https://catalog.luc.edu/undergraduate-academic-standards-regulations/>) for academic policies that supersede those of academic units within the University.

## University Policies

Please see University Policies for academic policies that supersede those of academic units within the University

## CM/MH/AD Nursing (CMAN)

### CMAN 272 Mental Health Patterns (3 Credit Hours)

*Co-requisites:* CMAN 272L

This course is designed to prepare students in assisting persons (individuals, families, communities) to achieve and maintain optimal mental health.

*Outcomes:*

The student will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of persons with mental health disorders

### CMAN 272L Mental Health Patterns: Lab (3 Credit Hours)

*Co-requisites:* Must also enroll in CMAN 272

This course is designed to prepare students in assisting persons (individuals, families, communities) to achieve and maintain optimal mental health.

*Outcomes:*

The student will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of persons with mental health disorders

### CMAN 375 Community Health Nursing (3 Credit Hours)

*Pre-requisites:* NURS-BSN R & GNRS students

This course integrates nursing and public health concepts to provide a theoretical base for the care of families, aggregates, communities, and populations.

*Course equivalencies:* CMAN380/CMAN380A/CMAN375

### CMAN 375L Community Health Nursing (3 Credit Hours)

This clinical course provides the student with an opportunity to apply nursing and public health concepts to families, aggregates, communities, and populations. Opportunities to apply epidemiology and risk assessment strategies in a community assessment are provided. The role of the community health nurse as educator is addressed.

This course satisfies the Engaged Learning requirement.

*Course equivalencies:* CMAN375L/CMAN380C/CMAN380L

*Outcomes:*

Upon completion of this course the student will be able to: 1) Apply nursing and public health concepts to community assessment utilizing databases and community engagement; 2) Evaluate the provision of health education and/or health information in the community

### CMAN 380 Community Health (3 Credit Hours)

*Pre-requisites:* Must have taken and passed MSN 277, MSN 277L, GNUR 294, and GNUR 290 with a C- or better; Must also enroll in CMAN 380L

Nursing and public health concepts provide theoretical basis for care of families, aggregates, and communities outside institutional settings. Role of community health nurses in caring for specific aggregates is described. Clinical experiences are provided for application of concepts and implementation of nursing interventions in a variety of community settings.

This course satisfies the Engaged Learning requirement.

*Course equivalencies:* CMAN380/CMAN380A/CMAN375

### CMAN 380L Community Health: Lab (3 Credit Hours)

Must also enroll in CMAN 380.

This course satisfies the Engaged Learning requirement.

*Course equivalencies:* CMAN375L/CMAN380C/CMAN380L

## General Nursing (GNUR)

### GNUR XXX Comprehensive Exam Semester 1 (0 Credit Hours)

Course designation for program planning master's students into the comprehensive examination requirement; First semester of the process.

### GNUR YYY Comprehensive Exam Semester 2 (0 Credit Hours)

Course designation for program planning master's students into the comprehensive examination requirement; Second semester of the process.

### GNUR 102 Introduction to Professional Nursing Practice (1 Credit Hour)

This course introduces the mission of the MNSON and the foundations of nursing practice. Nursing is presented as a scientific profession with a heritage of strong values-based leadership based on critical thinking and evidence based practice.

*Outcomes:*

Describe the mission of the MNSON and discuss the ANA Scope of Standards of Nursing Practice

### GNUR 155 Human Anatomy (3 Credit Hours)

This course is designed to give students a basic understanding of the structure of the major organs and systems of the human body from the cellular to the system level. Must also enroll in GNUR 155L.

### GNUR 155L Human Anatomy Lab (1 Credit Hour)

Companion laboratory course for GNUR 155, Human Anatomy Must also enroll in GNUR 155.

### GNUR 156 Human Physiology (3 Credit Hours)

This course is designed to give students a basic understanding of the function of the major organs and systems of the human body from the cellular to the system level. Must have taken and passed GNUR 155, GNUR 160 with a C- or better. Must also enroll in GNUR 156L.

### GNUR 156L Human Physiology Lab (1 Credit Hour)

Companion laboratory course for GNUR 156, Human Physiology Must enroll in GNUR 156.

### GNUR 160 Chemistry for Health Professions (3 Credit Hours)

Introduction to general chemistry and elements of organic chemistry and biochemistry include the review of families of simple organic molecules and simple sugars, the role of enzymes in biochemical reactions, and the metabolism of carbohydrates, proteins, and lipids. Must also enroll in GNUR 160L.

*Course equivalencies:* GNUR160/CHEM151

### GNUR 160L Chemistry for Health Professions Lab (1 Credit Hour)

Companion laboratory course for GNUR 160, Chemistry for Health Professions Must also enroll in GNUR 160.

### GNUR 203 Microbiology for Health Professions (3 Credit Hours)

Basic concepts of microbial metabolism, genetics, and classification in order to understand their effects on human health. Clinically relevant microbial diseases will be explored, with a focus on microbe-human interactions, epidemiology, and methods to control microbes.

**GNUR 204 Bridge Course and Nursing Concepts (3 Credit Hours)**

This course provides conceptual linkage between student's previous nursing education and clinical experiences to professional nursing. The student's background in liberal arts, science and nursing is used as the basis for exploration of theories that guide contemporary nursing practice and leadership. Historical, cultural and political factors that have shaped contemporary nursing and the U.S. health care system are explored. Emphasis is placed on developing an understanding of scientific problem-solving, by accessing and evaluating data from a variety of sources. Critical thinking skills and the ability to evaluate evidence for practice are stressed.

**GNUR 207 Concepts of Professional Nursing Practice (2 Credit Hours)**

This course explores nursing concepts for professional nursing practice in the care of individuals, families, communities, and populations, along the health-illness continuum. Content includes client and family-centered care, client teaching, levels of prevention, the determinants of health and illness, and the principles of population-focused and culturally sensitive care. Students are introduced to the historical and political influences of the current US health care delivery system with an emphasis on the issues of health care access, health care disparities, social determinants of health, biases in the healthcare setting, and health literacy among culturally diverse and vulnerable populations.

*Outcomes:*

1) Describe the role of the professional nurse in health promotion and risk reduction for individuals, families, communities, and populations, with an emphasis on the impact of values, lifestyle, and cultural influences; 2) Understand the cultural basis for health beliefs and practices for individuals, families, communities, and populations; 3) Understand the epidemiological model for diseases, including the levels of prevention and population-based approaches; 4) Explain the structure and function of the US health care delivery system and the impact of these factors on access, quality, and cost of health care; 5) Understand the health goals for the nation identified by Healthy People initiative

**GNUR 207A Concepts of Professional Nursing Practice (3 Credit Hours)**

This course explores nursing concepts for professional nursing practice in the care of individuals, families, communities, and populations, along the health-illness continuum. Content includes client and family-centered care, client teaching, levels of prevention, the determinants of health and illness, and the principles of population-focused and culturally sensitive care. Students are introduced to the historical and political influences of the current US health care delivery system with an emphasis on the issues of health care access, health care disparities, social determinants of health, biases in the healthcare setting, and health literacy among culturally diverse and vulnerable populations. Restricted to RN-BSN Students Only.

*Outcomes:*

1) Describe the role of the professional nurse in health promotion and risk reduction for individuals, families, communities, and populations, with an emphasis on the impact of values, lifestyle, and cultural influences; 2) Understand the cultural basis for health beliefs and practices for individuals, families, communities, and populations; 3) Understand the epidemiological model for diseases, including the levels of prevention and population-based approaches; 4) Explain the structure and function of the US health care delivery system and the impact of these factors on access, quality, and cost of health care; 5) Understand the health goals for the nation identified by Healthy People initiative

**GNUR 230 Success in Nursing I (1 Credit Hour)**

This course is designed to help students to understand and develop the vocabulary and critical thinking skills necessary to increase their success in nursing courses, the nursing program, and the university.

*Outcomes:*

The student will be able to increase their mathematical, verbal, critical thinking, and study skills; The student will learn to use the nursing process as a problem solving method

**GNUR 238 The Foundations of Clinical Practice in Nursing (3 Credit Hours)**

*Pre-requisites:* Must have taken and passed GNUR 155, GNUR 156, and GNUR 160 with a C- or better; Must also enroll in GNUR 238L

This course introduces basic nursing concepts such as critical thinking, the nursing process, physiologic and safety needs of the client, health assessment, and fundamental nursing skills, including safe medication administration. The course prepares students for the role of the professional nurse in the clinical setting.

**GNUR 238L Foundations of Clinical Practice in Nursing Lab (1 Credit Hour)**

The students will utilize critical thinking skills and the nursing process to apply basic nursing concepts in the performance of health assessment and fundamental nursing skills. The course prepares students for the role of the professional nurse in the clinical setting. Must enroll in GNUR 238.

**GNUR 290 Concepts in Older Adult Health (2 Credit Hours)**

*Pre-requisites:* Must have taken and passed GNUR 238, GNUR 293 and GNUR 297 with a C- or better, OR be enrolled in GNUR 238, GNUR 293 and GNUR 297

This course introduces students to the care of older adults. It is designed to explore current concepts and practices pertaining to aging. This course provides an overview of the normal physical, psychological, and social-cultural aspects of the aging process. It addresses health and health alterations of aging and exploration of attitudes toward care of the older adult. Enrollment is restricted to students admitted to the BSN program.

**GNUR 293 Pathophysiology (4 Credit Hours)**

*Pre-requisites:* Must have taken and passed GNUR 155, GNUR 156 and GNUR 160 with a C- or better

This course provides the student with knowledge of the basic mechanisms involved in pathophysiological processes.

*Outcomes:*

The student will be able to use critical thinking skills in the application of pathophysiological processes to clinical practice

**GNUR 294 Foundations of Pharmacology (3 Credit Hours)**

*Pre-requisites:* Must have taken and passed GNUR 293, GNUR 203, GNUR 238, GNUR 297 with a C- or better; Must have taken and passed GNUR 238L with a P

This course introduces nursing students to pharmacology and provides them with the foundation needed to administer medications.

**GNUR 297 Clinical Nutrition for Nursing Practice (2 Credit Hours)**

*Pre-requisites:* Must have taken and passed GNUR 155, GNUR 156, and GNUR 160 with a C- or better

This course introduces foundations of nutrition for nursing practice. Evidence-based nutrition is applied across the life-span and health continuum. Nutritional assessment, cultural practices and health policies are explored.

**GNUR 307 Concepts of Professional Nursing Practice (3 Credit Hours)**

This course explores concepts for professional nursing practice. Major course concepts include the social contract with nursing and society, health promotion and risk reduction, social and cultural factors influencing health beliefs and practices, and the relations between theory, research, evidence and practice. Interprofessional competencies within the structure and function of the healthcare system are addressed. This course is for RN-BSN students.

*Outcomes:*

Upon successful completion of this course, the student is able to: 1) Explain historical, contemporary, cultural, and policy trends that have shaped nursing practice and roles; 2) Relate the mission and values of the Marcella Niehoff School of Nursing to the social contract for professional nursing; 3) Understand the social and cultural basis for health beliefs and practices in individuals, families, communities, and populations; 4) Understand the role of the professional nurse in health promotion and risk reduction; 5) Explain the integration of theory and research into professional nursing practice; 6) Analyze the impact of interprofessional competencies, collaboration skills, and advocacy skills on patient and family centered care; and 7) Analyze the structure and function of the US healthcare system in access, quality, and cost dimensions

**GNUR 325 Selected Topics (1-3 Credit Hours)**

This course will provide the student with content knowledge specific to particular areas of nursing. Topics may include peer teaching, critical care, emergency, high-risk childbearing families, community health, oncologic, rehabilitation, gerontologic nursing, or comparative health systems including international study.

**GNUR 327 Introduction to Spiritual Care (3 Credit Hours)**

Spiritual Care is essential to providing quality nursing care. This course is focused on the nurse as integral to the care of the whole person. Historical, theoretical and practical perspectives of providing spiritual care are discussed as well as the nursing process, cultural considerations, therapeutic use of self, and most frequently used nursing interventions related to spiritual care.

*Knowledge Area:* Tier 2 Theological Knowledge

*Outcomes:*

Discuss professional mandates for spiritual care; Explain importance of fostering personal spiritual self awareness in caring for spirit of the patient, family and community; Integrate elements of spiritual assessment into overall assessment of a patient; Use prayer to comfort patients; Define suffering and relationship to spiritual care

**GNUR 338A Physical Assessment for R.N.s (3 Credit Hours)**

Restricted to Graduate Nursing students. This course prepares students to conduct comprehensive health assessments. Students are provided experiential learning opportunities to demonstrate competency in health assessment. Emphasis is placed on the physical, psychological, social, cultural, spiritual, and economic dimensions of health and wellness, and the identification of real and potential patient health and wellness problems.

**GNUR 344 Quality and Safety (3 Credit Hours)**

This course focuses on quality and safety in healthcare. Historical and contemporary trends in quality and safety are addressed and major initiatives for quality and safety in healthcare are examined. The course is structured around the knowledge, skills, and attitudes of the Quality and Safety Education for Nurses initiative. This course is for RN-BSN students.

*Outcomes:*

1) Understand historical forces and events shaping quality and safety initiatives in health care; 2) Differentiate between quality and safety in healthcare and professional nursing practice; 3) Relate key knowledge, skills, and attitudes of patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics to the contemporary health care system and professional nursing practice; 4) Understand the dimensions of patient-centered care and the factors influencing those dimensions; 5) Analyze the effectiveness of interprofessional teams; 6) Relate informatics and evidence-based practice to quality and safety for individuals, groups, communities, and populations; 7) Apply tools and processes in quality and safety initiatives

**GNUR 356 Nursing Informatics (3 Credit Hours)**

This course provides an introduction to nursing informatics, involving the integration of nursing, health, computer, and information science, in the support of professional nursing practice. The effective use of technology in aspects of health care delivery are explored. Information retrieval, management, and evaluation strategies are emphasized. Legal and ethical principles and standards are applied to the use of information and technology in professional nursing practice. This course is for RN-BSN students.

*Outcomes:*

Upon the successful completion of this course, the student is able to: 1) Analyze web-based health content resources; 2) Describe the clinician role in the design, selection, implementation, and evaluation of healthcare applications and systems; 3) Apply selection, retrieval, and evaluation strategies in the use of data relevant for patient care; 4) Relate nursing and healthcare informatics competencies to effective nursing practice; 5) Explain the data-driven healthcare culture; 6) Apply ethical and legal principles in the use of information and technologies for professional nursing practice

**GNUR 360 Nursing Research: For Evidence-Based Practice (3 Credit Hours)**

*Pre-requisites:* Must have taken and passed PSYC 304 or STAT 103 with a C- or better

This course provides basic knowledge regarding the research process and the importance of evidence-based nursing practices. Students learn to analyze how evidence is generated to make clinical judgments that inform practice in a variety of settings.

*Course equivalencies:* GNUR350/GNUR3660

**GNUR 361 Nursing Ethics (3 Credit Hours)**

*Pre-requisites:* Must have taken and passed GNUR 360, MSN 277, MSN 277L, GNUR 294, GNUR 290 with a C- or better

This course offers students, as future health care professionals and as health care recipients, opportunities to think philosophically, demonstrate ethical awareness, do ethical reflection, and apply ethical principles in decision-making.

*Outcomes:*

The student will be able to recognize and respond to ethical challenges inherent in the delivery of health care to individuals with differing philosophical views and diverse backgrounds providing reasoned arguments for views held/positions taken



**GNUR 363 Healthcare Transitions (3 Credit Hours)**

Patients pass between health care settings, levels of care, health care providers, and their homes and the communities where they live. These transitions require high degrees of care coordination and management to ensure continuity across settings, providers, and levels. This course examines coordination of care and management of transitions across settings, providers, and levels. Models and frameworks of transition and care coordination will be examined, along with the contemporary research in care coordination and transition management. The professional nurse's role in care coordination and transition management in health will be a focus of the course. This course is for RN-BSN students.

*Outcomes:*

Upon successful completion of the course, the student has the ability to: 1) Understand models and frameworks association with health care transitions and care coordination; 2) Analyze research findings related to care coordination and transition management in health care; 3) Understand facilitators and barriers for effective care coordination and transition management; 4) Describe the role of information, informatics, and technology for enhancing care coordination and transition management; 5) Understand patient, clinician, caregiver, and institutional outcomes associated with successful care coordination and transition management

**GNUR 383 Leadership for Professional Nursing Practice (3 Credit Hours)**

*Pre-requisites:* Must have taken and passed MCN 273, MCN 374, CMAN 272, CMAN 380, GNUR 360 with a C- or better, OR MCN 273L, MCN374L, CMAN 272L, CMAN 380L with a P

This course prepares the student to provide leadership in the practice setting and profession. Personal identity and role as nurse leader is addressed from unit-based to organizational and policy environments. Principles of leadership are developed and applied in clinical settings. Legal, regulatory and professional standards related to nursing practice are presented.

**GNUR 384 Clinical Role Transition (3 Credit Hours)**

*Pre-requisites:* Must have taken and passed MCN 273, MCN 374, CMAN 272, CMAN 380, GNUR 360, with a C- or better; Must have taken and passed MCN 273L, MCN 374L, CMAN 272L, and CMAN 380L with a P; Must also enroll in GNUR 383

Through preceptor-based learning and seminars, this experience focuses on assimilating the role behaviors of a professional nurse as a provider, designer, manager, and coordinator of care in health care systems, and a member of a profession. Clinical reasoning, critical thinking, prioritization, and the integration of knowledge are emphasized in this experience, focusing on the provision of patient-centered, evidence-based care as a member of an interprofessional health care team.

This course satisfies the Engaged Learning requirement.

*Outcomes:*

Upon successful completion of this course, the student is able to: 1) Incorporate standards of practice into the development, implementation, and evaluation of evidence-based, patient-centered care; 2) Apply principles of quality and safety in patient care settings; 3) Apply knowledge of prioritization and delegation in the management of care; 4) Collaborate with patients, families, and members of the interprofessional health care team in the design, delivery, and evaluation of evidence-based, patient-centered care; 5) Exemplify role behaviors consistent with a member of a profession; 6) Incorporate ethical, legal, regulatory, financial, and economic considerations into the design, delivery, management, and evaluation of care

**GNUR 390 Integrative Clinical Practicum (0 Credit Hours)**

This clinical practicum experience provides opportunities for the student to integrate theoretical knowledge into the role behaviors of the professional nurse as a designer, provider, manager, and coordinator of care in health care systems and the community. This course is for RN-BSN students.

*Outcomes:*

1) Incorporate standards of practice and professional performance into the design, implementation, and evaluation of evidence-based care strategies; 2) Apply principles of quality and safety in enacting the role of the professional nurse; 3) Collaborate with recipients of care, the interprofessional team, and community resources in the design, delivery, and evaluation of evidence-based, client centered, care strategies; 4) Exemplify the role behaviors consistent with membership in the profession of nursing; 5) Incorporate ethical, legal, regulatory, financial, and economic considerations into the design, implementation, management, and evaluation of evidence-based care initiatives

**GNUR 399 Independent Study (1-5 Credit Hours)**

Requires approval of Associate Dean Academic Programs in Nursing.

## Healthcare Emergency Management (HEM)

**HEM 100 Emergency Medical Technician - Basic (4 Credit Hours)**

This course is designed to instruct a student to the level of Emergency Medical Technician-Basic, who serves as a vital link in the health care team. This includes all skills necessary to provide emergency medical care and a basic life support (BLS) level with an ambulance or other specialized service. Student must maintain active CPR recognition throughout the course.

This course satisfies the Engaged Learning requirement.

**HEM 395 Emergency Management Practicum (3 Credit Hours)**

*Pre-requisites:* HEM 201

The purpose of this course is to integrate and synthesize the theory and principles presented in the core classes of the healthcare emergency management major. To achieve this goal, the practicum will examine and assess various disaster case studies. Utilizing the resources of the Faculty Advisory Board, students will be placed in emergency services or public health positions to observe first hand the work of the healthcare emergency manager. In particular, students will observe and participate in such activities as strategic planning; inter-governmental agency communication and information sharing; risk analysis; disaster plan preparation and other aspects of public health threat preparedness; policy analysis; and related practices.

## Maternal/Child Nursing (MCN)

**MCN 273 Family Health Patterns I (3 Credit Hours)**

*Pre-requisites:* Must have taken and passed MSN 277, GNUR 294 with a C- or better; Must have taken and passed MSN 277L with a P; Must also enroll in MCN 273L

This course allows students to apply concepts from systems theory and the levels of prevention models to structure the presentation of selected concepts related to health promotion and health maintenance of childbearing and parenting families.

*Outcomes:*

The student will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of childbearing and parenting families

**MCN 273L Family Health Patterns I: Lab (3 Credit Hours)**

*Co-requisites:* Must enroll on MCN 273

No course description is available

**MCN 374 Family Health Patterns II: Care of the Child and Family (3 Credit Hours)**

*Pre-requisites:* Must have taken and passed MSN 277 and 277L, GNUR 294 with a C- or better; Must also enroll in MCN 374L

This course uses the Health People 2010 initiative to structure the presentation of selected concepts related to the health promotion, health maintenance and health restoration of infants, children, adolescents and their families.

*Outcomes:*

Students will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of infants, children, adolescents and their families

**MCN 374L Family Health Patterns II: Lab (3 Credit Hours)**

*Co-requisites:* Must also enroll in MCN 374

No course description is available

## Medical/Surgical Nursing (MSN)

**MSN 277 Medical/Surgical Nursing: Adult Health I (4 Credit Hours)**

*Pre-requisites:* Must have taken and passed PSYC 273 or PSYC 274 and GNUR 294 with a C- or better OR Must have taken and passed PSYC 273 or PSYC 274 with a C- or better and be enrolled in GNUR 294

This course is designed to use levels of prevention to provide nursing care for adults with selected health issues. Emphasis is placed on health promotion, early detection and treatment and restoration of health for individuals, families and communities across the health care continuum.

**MSN 277L Medical/Surgical Nursing: Adult Health Lab I (3 Credit Hours)**

Must also enroll in MSN 277. This course is designed to apply levels of prevention in nursing care for adults with selected health issues. Emphasis is placed on health promotion, early detection and treatment and restoration of health for individuals, families, and communities across the health care continuum.

**MSN 377 Adult Health II - Advanced Medical-Surgical (4 Credit Hours)**

*Pre-requisites:* Must have taken and passed MSN 277, MSN 277L, GNUR 290, GNUR 294, GNUR 360, with a C- or better; Must also enroll in MSN 377L

This course builds on MSN 277, Adult Health I, and focuses on the nursing care of adults experiencing selected critical health issues. Physical, psychosocial, cultural, spiritual assessments and health data are incorporated into the identification of interventions within the context of life-threatening conditions. Students incorporate evidence-based practice guidelines and interdisciplinary collaboration to maximize health outcomes.

*Outcomes:*

Nursing care of adults experiencing selected critical health issues

**MSN 377L Adult Health II - Advanced Medical Surgical Clinical (3 Credit Hours)**

Must also enroll in MSN 377. This course builds on MSN 277L, Adult Health I Clinical, and focuses on the nursing care of adults experiencing selected critical health issues. Physical, psychosocial, cultural, spiritual assessments and health data are obtained and interventions are provided within the context of life-threatening conditions. Students incorporate evidence-based practice guidelines and interdisciplinary collaboration to maximize health outcomes.

*Outcomes:*

Nursing care of adults experiencing selected critical health issues - clinical