

NATIONAL AMERICAN UNIVERSITY



CATALOG ADDENDUM 2007-2008 Published May 2008

*Quality higher education in a caring
and supportive environment.*

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The following is an addition to the Academic Program section:

National American University School of Nursing

School of Nursing Mission Statement

The School of Nursing, as an integral part of National American University, is in concert with its mission, core values and purposes. Consistent with the overall university mission, the School of Nursing mission is to prepare competent nursing graduates by providing a caring, diverse, and student-centered environment that fosters critical thinking and enhances holistic health care across the life span. The nursing programs offer career mobility through an articulated ladder approach to nursing education.

School of Nursing Goals/Purposes

- Prepare learners to influence the delivery of healthcare services through clinical judgment.
- Promote and facilitate (student-centered) life-long learning opportunities responsive to the needs of students, graduates, faculty, community and profession.
- Commit to the advancement of nursing knowledge and application to health care by collaborating with faculty within and external to the university and with professionals in healthcare and community agencies.
- Promote scholarship and research among students and faculty.
- Promote faculty development.
- Support and participate in activities that interpret and promote the role of the nurse, influence nursing practice and the concept of caring.
- Support efforts to recruit and retain students with diverse skills, experiences and learning preferences who demonstrate potential for excellence in nursing.
- Incorporate a holistic approach to culturally congruent care throughout the life span.

School of Nursing Philosophy

The School of Nursing derives its philosophy and purposes from the mission statement of National American University. The School of Nursing and its faculty believe that nursing education should enable students to acquire the knowledge and proficiencies necessary to practice culturally competent and congruent nursing care and meet the changing needs of society. The eclectic philosophy and conceptual model are based on the learning paradigms of Benner (1984, 2000, 2001) and Leininger (1991, 2002, 2006). In accordance with these paradigms, the faculty believes that education is predicated on the following constructs:

- **Experiential:** student-centered and life-long learning (Benner, 1984, 2000, 2001; Leininger, 1991, 2002, 2006).

The School of Nursing and faculty believe nursing education includes experiences and activities that promote learning in open learning climates where students may examine and discuss transitions in understanding, mistakes, or misconceptions in actual clinical situations (Benner, 1984, 2000, 2001). Nursing is embraced as a discipline committed to the importance of life-long learning for the maintenance and advancement of knowledge.

The School of Nursing and faculty further believe culturally congruent care reflects an infinite number of factors that affect wellbeing which is important for today's diverse society. It is through culturally congruent care that nursing finds an infinite number of explored and unexplored dimensions of care as a pursuit for enhanced knowledge which may result in predictable care outcomes (Leininger, 1991, 2002, 2006).

- **Caring:** essential to nursing and nursing education (Benner, 1984, 2000, 2001; Leininger, 1991, 2002, 2006).

The School of Nursing and faculty embrace Benner's (1984, 2000, 2001) tenet that caring practice is the invisible work of nursing, acknowledges a common human condition and is required to nurture and sustain human life.

The School of Nursing and faculty further embrace Leininger's (1991, 2002, 2006) definition: "Care is the heart of nursing; Care is power; Care is essential to healing (or well being); Care is curing; and Care is (or should be) the central and dominant focus of nursing and transcultural nursing decisions and actions" (Leininger, 1991, 2002, 2006).

- Clinical Judgment: qualitative distinction evolves over time, integrative/dynamic (Benner, 1984, 2000, 2001).

The School of Nursing and faculty believe Benner's (1984, 2000, 2001) tenet that clinical judgment is based on recognition of dynamic patient/family/community transitions across time in response to conditions and associated treatment. The nurse's clinical judgment evolves over time as the nurse gains experience and furthers education in the profession.

- Holistic Health/Illness/Death (Leininger, 1991, 2002, 2006).

The School of Nursing and faculty believe nursing education should embrace the care of clients as addressed within all stages of wellbeing from wellness to death. Within the art of healing and comforting, utilization of a holistic perspective should support and enhance human dignity. This holistic perspective views cultural insight as a pivotal factor that directs and shapes wellbeing within an individual, the family, and the community as a whole.

National American University School of Nursing uses the tenets of Benner (1984, 2000, 2001) and Leininger (1991, 2000, 2006) to form the eclectic conceptual framework. Specifically, Benner's work on *Novice to Expert* (1984) provides a framework for the School of Nursing. The School of Nursing programs are built upon various student levels of education and experience and designed to enhance career mobility. Concepts of care and culture based on Leininger (1991, 2002, 2006) are threaded throughout the curriculums. The constructs include experiential learning, caring, clinical judgment, and holistic health/illness/ death provide horizontal threads that serve as broad categories under which a variety of content can be expressed. They are not considered mutually exclusive. It is recognized that the rapid evolution of nursing science, practice, and education demands on-going reexamination of categories and concepts.

The School of Nursing and faculty believe nursing is a practice profession with a defined body of knowledge and outcomes. Nursing practice is embraced through education as holistic, caring in nature and incorporating life-long learning.

Nursing Practice and Nursing Education

A knowledge base reflective of the varying levels of nursing practice contributes to incorporating information to promote health, prevent disease, restore health and promote adaptation across the lifespan. Nursing demands the ability to adapt to a changing environment in assessing, analyzing, planning, implementing and evaluating nursing care.

Continued learning and application of facts and principles are necessary for effective clinical judgment in patient care settings. As providers of health services, nurses should be self-directive, creative, critical thinkers who strive for life-long learning, regardless of their level of practice.

Within nursing, there are levels of practice within varying settings which require different educational preparation. The practical nurse graduate provides direct patient care by assisting with data collection, contributing to a plan of care, performing basic therapeutic and preventive nursing measures, and assisting in evaluating the outcomes of nursing interventions of patients with commonly occurring health problems. The associate of science degree graduate is prepared to serve clients with more complex care needs, which require judgment, independent decision making within the registered nurse role, and collaborative decision making. The baccalaureate graduate has additional educational foundation in leadership, healthcare delivery systems, community and public health nursing, nursing research, and evidence based practice. The provision of care at this level requires a broad base of principles from science and the liberal arts.

Nursing

Bachelor of Science Degree

Online RN to BSN Program

Today's dynamic and diverse healthcare environment requires professional nurses who can champion health promotion and disease prevention, function effectively in ambiguous, unpredictable and complex environments, demonstrate critical thinking and flexibility, and execute a variety of roles throughout a lifetime career. The National American University Online RN to BSN Program is designed for RNs with an associate degree or diploma who seek a bachelor's degree in nursing.

The National American University Online RN to BSN Program builds on the student's past education and experience. This program offers a flexible and practical way for RNs to expand their knowledge and prepare for leadership positions in a variety of healthcare settings. It also provides the skills and credentials necessary to pursue graduate education.

Student Learning Outcomes

- Synthesize knowledge from nursing, the arts, and sciences in the holistic practice of professional nursing.
- Apply theory-based decision making related to safe, competent, and culturally congruent nursing care to individuals, families, and communities in diverse settings across the lifespan emphasizing the concept of caring.
- Critically evaluate and utilize relevant findings of nursing research in professional nursing practice.
- Demonstrate professional values and behaviors consistent with professional standards.
- Assume responsibility for ongoing professional development in an ever-changing healthcare environment.

Admission Requirements

NAU School of Nursing Online RN to BSN Program reviews applications and admits students every academic quarter. Admission decisions are made and communicated in writing once the program application and admission requirements have been completed and reviewed.

Admission criteria include the following:

- Admission to National American University before application to the Online RN to BSN Program.
- Graduation from an associate degree program in nursing or a diploma nursing program.
- Current active unencumbered RN license from any state within the United States.
- Minimum cumulative GPA of 2.8 or above from the graduated associate degree program in nursing or diploma nursing program. Applicants who do not meet the cumulative GPA requirement are reviewed on a case by case basis and may be admitted under probationary status.
- Minimum cumulative GPA of 2.8 on all transferred general education courses.
- All nursing prefix (NS) courses must be completed through NAU online.
- All international nurses must have a current registered nurse license to practice (in the state of their choice in the U.S.) and an international professional evaluation of their prior education credentials.

**Nursing
Online RN to BSN Program
Bachelor of Science Degree
190 Credits**

General education courses are offered online and at Albuquerque, Bloomington, Brooklyn Center, Colorado Springs, Denver, Independence, Overland Park, Rio Rancho, Roseville, Sioux Falls, Watertown, Wichita and Zona Rosa.

Offered in all states except Texas.

Note: Students must have an associate degree or diploma in nursing with a 2.8 CGPA or above and a current RN license.

Nursing Major Core

(All 49 credits must be earned at NAU)

	Prerequisites	Credit Hrs.	
NS3025D	Concepts and Challenges in Prof. Nursing	3	_____
NS3050D	Pathophysiology in Practice	4	_____
NS3225D	Nursing Theory and Healthcare Delivery Models	4	_____
NS3250D	Ethics & Issues in Contemporary Nursing	4	_____
NS3300D	Research in Nursing	3	_____
	NS3025D/MA3000D		
NS3310D	Evidence Based Nursing Practice	3	_____
	NS3300D/EN1300D		
NS4000D	Issues in Transcultural Nursing	4	_____
	EN1300D		
NS4050D	Public Health and Community Nursing	6	_____
	NS3300D/NS4000D		
NS4060D	Caring for Vulnerable Populations	4	_____
	NS4050D/EN1300D		
NS4150D	Information Technology in Nursing	4	_____
NS4350D	Quality Mgt. in Nursing and Health Care	4	_____
	EN1300D		
NS4400D	Leadership & Management in Nursing **	6	_____
	NS3225D/NS3300D/NS4150D		
		49	

Support Core

HA4050D	Healthcare Law	EN1300D	4	_____
			4	

NURSING OR OPEN ELECTIVES

62
62

General Education Core (75)

NOT AVAILABLE FOR BLOCK TRANSFER

COMMUNICATIONS

EN1150D	Composition I		4.5	_____
EN1300D	Composition II	EN1150D	4.5	_____
EN2150D	Interpersonal Prof. Communications	EN1150D	4.5	_____
EN3050D	Technical Communications	EN1300D	4.5	_____
			18	

SCIENCE +

SC1200D	Principles of Nutrition		4.5	_____
SC	Anatomy & Physiology Electives		12	_____
SC	Science Elective		4.5	_____
SC	Microbiology Elective		4.5	_____
			25.5	

	MATHEMATICS			
MA2050D	College Algebra	MA1500D^	4.5	_____
MA3000D	Business Statistics	MA2050D	<u>4.5</u>	_____
			9	
	HUMANITIES			
	Humanities Electives		<u>9</u>	_____
			9	
	BEHAVIORAL/SOCIAL SCIENCE			
SO1050D	Introduction to Sociology		4.5	_____
	Behavioral/Social Science Elective		<u>4.5</u>	_____
			9	
	GENERAL EDUCATION			
CS1500D	Strategies for Success		<u>4.5</u>	_____
			4.5	

^Or placement recommendation

** Capstone course

+ If sufficient science courses are not available for transfer, completion of additional science electives will be required.

Minimum course grade of "C" required in each nursing course for progression in the nursing program.

Minimum course grade of "C" required for all other courses.

Minimum of 2.0 CGPA required for progression and graduation.

See "Graduation Requirements" section of catalog for additional requirements.

Nursing

Associate of Science Degree

Nursing is a career that is in great demand. Nursing offers opportunities in multiple settings with individuals, families and communities. The National American University Nursing Associate of Science Degree will provide the student the knowledge and skills necessary to integrate practice theories and concepts from nursing, sciences and humanities when providing comprehensive nursing care in a variety of settings. The program will provide competent graduates prepared to take the NCLEX-RN exam. (Completion of the program does not insure student eligibility to take the NCLEX exam. Students are responsible for meeting eligibility requirements for licensure designated by the Nurse Practice Act and the State Board of Nursing.)

Student Learning Outcomes

- Exhibit behaviors and characteristics congruent with the professional nurse role.
- Show caring behaviors in the nurse-client interaction.
- Utilize skills to promote collaboration in the healthcare environment.
- Incorporate information to promote health, prevent disease, restore health, and promote adaptation across the lifespan.
- Create a safe and effective environment.
- Plan and adapt care based on desired outcomes utilizing the nursing process.
- Demonstrate achievement of competency of identified essential nursing skills.
- Provide culturally sensitive care to a diverse group of clients across the life span.

Admission Requirements

Application to the nursing foundational core is contingent on application to NAU.

Admission to the nursing foundational core does not guarantee enrollment in the nursing clinical core. Admission to the nursing clinical core is selective and highly competitive.

Completed applications to the nursing clinical core must be received at least 90 days prior to the start of each nursing clinical core cohort. Spaces for the nursing clinical core are assigned on a competitive and space available basis for each admission period.

Acceptance is based on available resources and overall ranking in the following areas:

- Admission to National American University before application to the nursing clinical core.
- Students who have completed nursing foundational coursework at National American University will be given priority consideration but not guaranteed admission into the nursing clinical core.
- Criteria to be considered for acceptance into the nursing clinical core:
 - Minimum a cumulative GPA of 2.8 on all nursing foundational courses.
 - All nursing foundational courses must be completed by application.
 - All science courses must have been completed within five years of application. All science courses must have been achieved with a minimum "C."

- General education nursing clinical core courses (SC1201, SC1370, PS2000, SO1050 or PS1050) may be completed prior to acceptance into the nursing clinical core. They are not nursing foundational courses and will not be calculated into the nursing foundational core needed 2.8 cumulative GPA.
- State Registry Number for a certified nursing assistant (in the current state) must be on the completed application for admission into the nursing clinical core.
- Prior to application to the nursing clinical core, applicants must successfully complete a pre-entrance examination (TEAS). The TEAS provides a means to determine the potential for professional competency. The TEAS score will remain valid as entry criteria for six months. Applicants may retake the test if desired in an attempt to gain a higher score.

Submitted with the application (the cost of the following items is the student’s responsibility):

- Successful criminal background check through a company designated by National American University.
- Evidence of a physical exam (current within six months of admission) completed and signed by a physician, nurse practitioner, or physician assistant.
- Evidence of up-to-date immunizations or evidence of serologic immunity as required by clinical agencies.
- Documentation of a negative TB skin test (taken within one year) or chest x-ray (taken with five years) signed by a licensed professional.
- Documentation of current active CPR certification (American Heart Association for Healthcare Providers).
- Evidence of active health insurance (NAU student policy application is available at the student services desk).
- The functional abilities statement form that declares one’s ability to meet the required performance standards necessary for success in a nursing education program as well as in the nursing profession.

* For a new start ASN clinical core, the application timeline may be modified.

In addition to meeting the NAU general admission requirements, non-English speaking students must pass the official Test of English as a Foreign Language (TOEFL) with a minimum score of 500 paper-based, 173 computer-based, or 61 for an internet-based exam.

The general education transfer courses for the nursing foundational core must meet the same NAU admission criteria.

All nursing prefix (NS) courses must be completed at NAU.

**Nursing
Associate of Science Degree
107 Credits**

Offered at Denver

Nursing Clinical Core (All of the following 63 credits must be earned at NAU)	Prerequisites	Credit Hrs.	
NS1010 Introduction to Professional Nursing	EN1150D	2	_____
NS1020 Health Assessment		2	_____
NS1030 Foundations of Nursing Practice	NS1010/NS1020	8	_____
NS1031 ⁽¹⁾ Foundations of Nursing Practice - Clinical		2	_____
NS1040 Pharmacology I	NS1010/NS1020	4	_____
NS1050 Adult Health Needs I	NS1030/NS1031/NS1040	4	_____
NS1051 ⁽²⁾ Adult Health Needs I – Clinical		5	_____
NS2011 Maternal/Child Nursing	NS1050/NS1051	6	_____
NS2012 ⁽³⁾ Maternal/Child Nursing – Clinical		3	_____
NS2021 Mental Health Needs of Clients and Families	EN1150D/NS1050/NS1051	3	_____
NS2022 ⁽⁴⁾ Mental Health Needs of Clients and Families – Clinical		2	_____
NS2031 Adult Health Needs II	NS1050/NS2011/NS2012/NS2022	3	_____
NS2032 ⁽⁵⁾ Adult Health Needs II - Clinical		7	_____
NS2040 Pharmacology II	NS1040/NS2031/NS2032	1	_____
NS3011 Complex Adult Health Needs	NS2031/NS2032	5	_____
NS3012 ⁽⁶⁾ Complex Adult Health Needs - Clinical		<u>6</u>	_____
		63	

GENERAL EDUCATION CORE (44)

Nursing Foundational Core (27)

Not available for block transfer

EN1150D	COMMUNICATIONS Composition I	4.5	_____
		4.5	

	SCIENCE +			
SC1232	Human Anatomy and Physiology I with Lab		6	_____
SC1332	Human Anatomy and Physiology II with Lab	SC1232	6	_____
SC1422	Microbiology with Lab		<u>6</u>	_____
			18	
	MATHEMATICS			
	Algebra Elective		<u>4.5</u>	_____
			4.5	
	Nursing Clinical Core (17)			
	SCIENCE +			
SC1201	Nutritional Foundations		2	_____
SC1370	Pathophysiology	SC1332	<u>6</u>	_____
			8	
	BEHAVIORAL/SCIENCES			
PS1050D or SO1050D	Introduction to Psychology or Introduction to Sociology		4.5	_____
PS2000	Human Growth & Development		<u>4.5</u>	_____
			9	

- (1) NS1031 must be taken concurrently with NS1030
- (2) NS1051 must be taken concurrently with NS1050
- (3) NS2012 must be taken concurrently with NS2011
- (4) NS2022 must be taken concurrently with NS2021
- (5) NS2032 must be taken concurrently with NS2031
- (6) NS3012 must be taken concurrently with NS3011

+ All science transfer courses have a 5-year limit at application. All science courses must be completed with a “C” grade or higher. Students must have a CNA Certificate/State Registry Number and be officially accepted into the nursing clinical core to register for nursing courses (NS).

Minimum of 2.8 CGPA in the nursing foundational core.

Minimum course grade of “C” required for progression in all courses within the nursing clinical core.

Admission to the nursing foundational core does not guarantee enrollment in the nursing clinical core.

For detailed admission/graduation requirements and policies, check the university’s catalog

The following courses have been revised or added to the Course Description section on pages 146 – 177:

NS1010 – Introduction to Professional Nursing - 2 credits

This course is designed to introduce role understanding and socialization into professional nursing practice. Beginning with a brief historical overview of nursing, nursing is defined in its past, present and future roles. A review of educational paths in nursing leads the student into an exploration of the multiple roles, responsibilities and requisite skills of the nurse today and in the future. An introduction to nursing process, nursing informatics, culturally congruent care, health promotion, disease prevention and health restoration concepts are presented. Nursing theory, legalities and ethics are introduced. The scope of practice of the professional nurse, evidence-based practice, as well as standards of professional practice will be explored.

Prerequisite: EN1150

NS1020 – Health Assessment – 2 credits

This course introduces the associate degree nursing student to the principles and psychomotor skills necessary to provide holistic and culturally congruent health and physical assessments for clients across the lifespan, with the focus on adults and older adults, in a variety of community and acute care settings. Health promotion and maintenance principles are incorporated throughout this course. Emphasis is placed on use of the nursing process, critical thinking skills, and psychosocial and cultural care in collecting and documenting the health and physical assessment data for clients. Students are provided faculty-guided theory and laboratory experiences as well as faculty-supervised open laboratory time in order to develop competence and confidence in the performance of health and physical assessments. (Theory – 10 hours; Lab – 20 hours)

NS1030 – Foundations of Nursing Practice – 8 credits

This course introduces the associate degree nursing student to the principles and psychomotor skills necessary to provide holistic and culturally congruent nursing care for clients across the lifespan, with the focus on adults and older adults, in a variety of community and acute care settings. Health promotion and maintenance principles are incorporated throughout this course. Emphasis is placed on use of the nursing process, critical thinking skills, and psychosocial and cultural care in providing client care. Students are provided faculty guided theory and laboratory experiences as well as faculty supervised open laboratory time in order to develop competence and confidence in the performance of nursing skills. (Theory – 60 hours; Lab – 40 hours)

Prerequisite: NS1010/NS1020

NS1031 – Foundations of Nursing Practice – Clinical – 2 credits

This course provides the associate degree nursing student an introduction to an actual healthcare environment and the opportunity to implement the principles and psychomotor skills learned in previous and concurrent courses. Health promotion and maintenance principles are an integral component of nursing care. The learner has the opportunity to provide holistic and culturally congruent nursing care for adults and older adults in a long term care setting. Emphasis is placed on the application of nursing skills including the nursing process, psychosocial and culturally congruent client relationships, clinical judgment, communication and documentation, health and physical assessment, and basic and advanced nursing procedures. Students are provided faculty guided and supervised clinical experiences in order to develop competence and confidence in the providing direct client care. (Clinical – 60 hours)

Prerequisite: Must be taken concurrently with NS1030

NS1040 – Pharmacology I – 4 credits

This course introduces the associate degree nursing student to the concepts and techniques of dosage calculation and medication administration by a variety of techniques. Students will apply critical thinking skills to the calculation and administration of medications. Through use of the nursing process, students are introduced to the basic concepts of pharmacology related to actions, therapeutic and adverse effects and interactions of drugs/herbs. The course covers basic pharmacology of commonly used medications using a body systems approach with emphasis placed on therapeutic interventions and client education to clients across the life span. Emphasis will be placed on the importance of communication to the safe and competent administration of pharmacological agents. (Theory – 30 hours; Lab – 20 hours)

Prerequisites: NS1010/NS1020

NS1050 – Adult Health Needs I - 4 credits

This course will focus on the role of the professional nurse in application of the nursing process to meet the holistic healthcare needs of clients throughout the adult and older adult years. Emphasis is placed on nursing and pharmacological interventions in the care of clients with acute and chronic health conditions across the health-illness continuum in acute and long term care settings. The course focuses on the concepts of pain management, fluid and electrolyte balance, perioperative care, care of the client with cancer, death and dying, infection and inflammation, and shock syndromes. Disorders of the musculoskeletal, integumentary, respiratory and reproductive systems are presented. Health promotion, health maintenance, and illness prevention concepts will be linked with caring and cultural congruent care. (Theory – 30 hours; Lab – 20 hours)

Prerequisite: NS1030/NS1031/NS1040

NS1051 – Adult Health Needs I – Clinical – 5 credits

This course provides the associate degree nursing student with the opportunity to incorporate medical/surgical nursing concepts and care in a healthcare environment, and the opportunity to implement the principles and psychomotor skills learned in previous and concurrent courses. Health promotion and maintenance principles are an integral component of nursing care. The learner will provide holistic and culturally congruent nursing care for adults and older adults in acute and subacute care settings. Emphasis is placed on the competent application of nursing care and skills for medically/surgically complex clients utilizing and implementing the nursing process, psychosocial and culturally congruent client relationships, clinical judgment, communication and documentation, health and physical assessment, and advanced nursing procedures.

Students are provided faculty-guided and supervised clinical experiences in order to develop competence and confidence in the providing direct client care. (Clinical – 150 hours)

Concurrent Courses: This course must be taken concurrently with NS 1050

NS2011 – Maternal/Child Nursing – 6 credits

This course focuses on the role of the professional nurse in meeting the holistic health needs of the childbearing family. The nursing process is utilized to identify and meet the needs of the childbearing family and to provide family-centered psychosocial and culturally sensitive care. An overview of pediatric nursing with emphasis on the well-child and care of the hospitalized child is included. Concepts of pharmacology specific to the pediatric and maternity client will be presented. (Theory – 60 hours)

Prerequisite: NS1050/NS1051

NS2012 – Maternal/Child Nursing – Clinical – 3 credits

This course provides the associate degree nursing student with the opportunity to incorporate maternal/newborn and pediatric nursing care concepts in varied healthcare environments. It affords the student an opportunity to implement the principles and psychomotor skills learned in the previous and concurrent courses. Health promotion and maintenance principles are an integral component of nursing care. The student will provide holistic, culturally congruent nursing care to the childbearing family. Emphasis is placed on the competent application of nursing care skills and principles to the childbearing family as the client, utilizing and implementing the nursing process. Communication, clinical judgment, therapeutic client relationships, documentation and health and physical assessment will be coupled with advanced nursing procedures. Students are provided faculty guided and supervised clinical experiences in maternal, newborn, and pediatric setting in order to develop competence and confidence in providing care to the childbearing family. (Clinical – 90 hours)

Concurrent Courses: This course must be taken concurrently with NS 2011.

NS2021 – Mental Health Needs of Clients and Families – 3 credits

This course introduces mental health concepts, selected common psychiatric disorders, treatment modalities and related nursing care of clients and their families. Students will use communication and caring through the application of the therapeutic relationship in caring for and treating clients and families with common clinical conditions and disorders. Students will utilize the nursing process to assess and plan for

the culturally sensitive care of clients and families. The professional nursing student will develop a teaching plan for a single psychoactive medication during the course and gain knowledge of common psychoactive medications use in the treatment of clients. (Theory – 30 hours)
Prerequisite: EN1150/NS1050/NS1051

NS2022 – Mental Health Needs of Clients and Families – Clinical – 2 credits

This course provides the associate degree nursing student with the opportunity to develop interpersonal skills for caring for clients, across the life span, who may be encountering difficulties in the perceptual or behavioral spheres. Students will develop culturally sensitive care plans using the nursing process to meet the needs of the mental health client and the family. The professional nursing student will develop a teaching plan around client diagnosis or treatment and share with the client using therapeutic communication. The student will be able to assess the client and the environment for safety issues which may impair the provision of a therapeutic milieu. The student will integrate nursing care that considers dignity, worth, uniqueness and the rights of individual clients and families. Students are provided faculty-guided and supervised clinical experiences in order to develop competence and confidence in the providing direct client care. (Clinical – 60 hours)
Concurrent courses: This course must be taken concurrently with NS 2021

NS2031 – Adult Health Needs II – 3 credits

This course focuses on the role of the professional nurse in applying the nursing process to meet the holistic health needs of clients throughout the adult and older adult years. Emphasis is placed on nursing and pharmacological interventions in the care of client's with acute and chronic health conditions across the health-illness continuum in acute care settings. Disorders of the neurological, cardiovascular, blood, lymphatic, immune, endocrine, gastrointestinal, renal and urinary systems and the special senses are presented. Health promotion, health maintenance, and illness prevention concepts will be linked with caring and cultural congruence. (Theory – 30 hours)
Prerequisites: NS 1050, NS 2011, NS 2012, NS 2021 and NS 2022

NS2032 – Adult Health Needs II – Clinical – 7 credits

This course provides the associate degree nursing student with the opportunity to incorporate advanced medical/surgical nursing concepts and care in a healthcare environment for complex and potentially medically unstable adult and older adult clients. The student will implement the principles and psychomotor skills learned in previous and concurrent courses and manage health promotion and maintenance for assigned clients. The learner will provide holistic and culturally congruent nursing care with emphasis on the discriminating management of nursing care, implementation of the nursing process, psychosocial and culturally congruent client relationships, clinical judgment, communication and documentation, health and physical assessment, and advanced nursing procedures in acute and subacute care settings. Students are provided faculty-guided and supervised clinical experiences in order to develop competence and confidence in the providing direct client care. (Clinical – 210 hours)

Concurrent Courses: This course must be taken concurrently with NS 2031

NS2040 – Pharmacology II – 1 credit

This course is designed to be a lab experience allowing the student to demonstrate assessment, clinical judgment and integration of knowledge to care for clients with complex disease management and pharmacological interventions. The course is designed to be a lab experience utilizing human simulation to provide complex physiological and pharmacological scenarios. Emphasis is placed on accurate assessment of data, selected pharmacological interventions, outcomes evaluation and documentation. (Lab – 20 hours)
Prerequisite: NS1040/NS2031/NS2032

NS3011 – Complex Adult Health Needs – 5 credits

This course challenges the associate degree nursing student to integrate and synthesize the knowledge gained in all previous courses to be applied to the adult and older adult client with co-morbidities of both acute and chronic health needs. Emphasis is placed on the management of clients with chronic illness that is complicated by an exacerbation or an acute illness, clients with compromised verbal abilities, clients requiring mechanical ventilation and clients with multi-system failure. The course also presents the student with the challenges of planning, implementing and evaluating care for the client with altered sensorium and/or cognition. (Theory – 30 hours; Lab – 40 hours)
Prerequisite: NS2031/NS2032

NS3012 – Complex Adult Health Needs – Clinical – 6 credits

This clinical course provides the associate degree nursing student the opportunity to integrate all the components of the professional nursing role in acute care and subacute settings. The student will demonstrate leadership, management and culturally congruent care and skill to care for clients with diverse and complex needs across the life span. Students will have the opportunity to demonstrate synthesis of clinical competence, clinical judgment and respond to complex and emergent client health needs. Students will have the opportunity to organize and prioritize care needs of multiple clients and justify the care of assigned clients. Students are provided faculty guided and supervised clinical experiences in enhancing clinical judgment and in providing direct client care. (Clinical – 180 hours)
Concurrent Course: This course must be taken concurrently with NS 3011.

NS3025D – Concepts and Challenges in Professional Nursing – 3 credits

This course is designed to facilitate and expand role understanding and socialization into professional nursing. An overview of the NAU School of Nursing's mission, philosophy, goals, and conceptual framework is used to introduce the student to historical and societal influences on the evolution of nursing. Learners will investigate major issues and trends related to professional nursing practice. Concepts to be explored in further depth in the program are introduced. The exploration of professional goals and commitment to learning are emphasized.

NS3050D- Pathophysiology in Practice- 4 credits

The focus of this course is on the mechanisms and clinical manifestations of high volume and high risk diseases/conditions common across the variety of nurse practice settings. Learners will explore the impact of episodic and chronic health challenges from a holistic individual, family and community cultural perspective. This knowledge will be applied to the nurse's role in management of disease, injury, and health restoration within a caring and culturally sensitive context.

NS3225D – Nursing Theory and Healthcare Delivery Models – 4 credits

This course will utilize Leininger's theory on Culture Care as a framework for introducing the learner to the paradigms, theories, values, concepts, and phenomenon of interest in the discipline of nursing. Learners will explore the relationships between theory, research, and practice. Additionally, learners will explore the U.S. healthcare delivery system, healthcare economics, the political process and its impact on the health of individuals, families and communities. Within this framework the learner will examine the impact of cultural, social, and ethnic diversity on the delivery of health care, and develop strategies for addressing healthcare issues utilizing the political process.

NS3250D – Ethics and Issues in Contemporary Nursing - 4 credits

This course explores the theories, models, and principles that serve as guides for ethically sound behavior within a nursing context. The course also addresses complexities created by science and technological advances, increasing cultural diversity, the variety of settings where nurses practice, and emphasizes the importance of principled behavior in personal and professional situations.

NS3300D - Research in Nursing - 3 credits

This course is designed to facilitate understanding and appreciation for the significance of nursing research as the basis for nursing practice. The influence of quantitative and qualitative research will be discussed, and evidence based practice will be introduced. Learners will explore the research process as a foundation for understanding, critiquing, and applying nursing research related to providing holistic care to individuals, families and communities across the continuum of cultures.

Prerequisite: NS3025D/MA3000

NS3310D – Evidence Based Nursing Practice – 3 credits

This course builds on NS 3300D and focuses on introducing learners to the nursing research process and its relationship to providing evidence-based care. Learners will explore the concept of utilization of research evidence to support nursing interventions across the continuum of care and cultures. Concepts related to basic skills for evaluating research and means of utilizing research findings to incorporate them into practice will also be explored. Learners will gain an understanding of research contribution to evidence based practice and its relevance to advancement of nursing theory and practice.

Prerequisite: NS3300D/EN1300

NS4000D – Issues in Transcultural Nursing – 4 credits

This course is designed to assist professional registered nurses to explore and analyze cultural values, beliefs, attitudes, and patterned life ways of themselves, clients, and other members of the community. Learners will describe examples of varying healthcare practices in populations. Utilizing culture care knowledge and methodologies, learners will develop a culturally-congruent nursing care plan that meets the holistic needs of a simulated client and family.

Prerequisite: EN1300

NS4050D – Public Health and Community Nursing – 6 credits

This course prepares the learner to apply public health principles to nursing practice from an individual, community and system perspective. The learner is introduced to the concept of the community as the client by examining community health issues and the role of the nurse in providing care to populations. Emphasis is on population-based nursing practice, community assessment, health education, program planning and evaluation. A participant observation experience specific to public health or community nursing is required. The observation experience will provide learners opportunity to confirm concepts and processes introduced in the course, while also considering the influence of context on the structure and processes of population-based nursing care. Learning takes place through observation, experience, interaction, critical thinking, reflection, and by reviewing current nursing and associated literature.

Prerequisite: NS3300D/NS4000D

NS4060D – Caring for Vulnerable Populations – 4 credits

This course builds on NS 4050 Public Health and Community Nursing and focuses specifically on vulnerable populations. Assessment of and strategies for improving the health and wellness of vulnerable populations are developed using an epidemiological and culturally competent approach. The course explores the interface between government, culture, society, environment, policy, and barriers and resources as they relate to meeting the healthcare needs of an identified vulnerable population.

Prerequisites: NS4050D/EN1300

NS4150D – Information Technology in Nursing– 4 credits

This course provides learners with knowledge about IT systems used in hospitals and healthcare agencies, and applications to improve nursing delivery. Concepts include a survey of the types of systems currently in use and in development, environmental assessment to determine system needs, implementation and staff education strategies, system cost-benefit determination, and system evaluation. Learners will discuss both the advantages and concerns associated with ongoing changes in Information Technology.

NS4350D – Quality Management in Nursing and Health Care – 4 credits

This course provides a multidisciplinary approach to quality management. The learner will gain an understanding of the historical and theoretical evolution of quality management, national quality standards, customer satisfaction and cost, issues in quality care, various methods of collecting and managing quality data, and applying evidenced based practice to healthcare systems to improve quality outcomes.
Prerequisite: EN1300

NS4400D – Leadership and Management in Nursing – 6 credits

This capstone course introduces learners to the principles of leadership and management in the practice of nursing. Learners explore associated issues and their effect on nursing practice. Concepts related to change, communication, and conflict will be presented. Learners will gain understanding of organizational theories, time management and delegation, team building within a culturally diverse staff, fiscal and strategic planning, participatory thinking and shared vision.
Prerequisite: NS3225D/NS3300D/NS4150D

PS2000 – Human Growth and Development – 4.5 credits

This course is designed to increase the student's knowledge and understanding of growth and development at each age and stage throughout the life span. Concepts and theories about physical, cognitive, social, and personality development over the life span are presented. Emphasis is placed on issues and theoretical perspectives in the field, genetic and environmental influences, the development of basic human abilities and the development of self in society.

SC1201 – Nutritional Foundations – 2 credits

This course introduces the basic nutritional concepts and their application to health and disease modification and prevention; including digestion and absorption, functions of nutrients, nutritional needs across the lifespan and weight management.

SC1232 - Human Anatomy and Physiology I with Lab - 6 credits

This course is a pre-med level, systems approach to the study of human anatomy and physiology. The systems covered will include cells and tissues, integumentary system, skeletal system, muscular system, and the nervous system. Each week there are four hours of lecture and two hours of lab.

SC1332 – Human Anatomy and Physiology II with Lab – 6 credits

This course is a pre-med level systems approach to the study of human anatomy and physiology. The systems covered will include the endocrine system, blood, the cardiovascular system, the lymphatic system, the digestive system, the respiratory system, the urinary system, and the reproductive system. Also covered are fluid and electrolyte balance, acid and base balance and genetics. Each week there are four hours of lecture and two hours of lab.

Prerequisite: SC1232

SC1370 – Pathophysiology – 6 credits

This course is designed to familiarize the beginning nursing student with the communication, interpretation and impact of disease by an individual, family, and community. The interrelatedness and response to disease will consider the biological, social, cultural, spiritual, physical and behavioral aspects of the individual. Etiology, signs & symptoms, demographics, pathogenesis and co-morbidities will be considered in reference to various disease processes.

Prerequisite: SC1332

SC1422 – Microbiology with Lab – 6 credits

This course is a general introductory course to microbiology. It provides a background in many areas of microbiology, antimicrobial agents, immunology and host parasite relationships of microorganisms will be studied with an emphasis on bacteria. In the lab portion of this course students will learn aseptic techniques and apply this in the isolation of pure cultures of bacteria. Students will also perform various staining techniques and chemical tests to identify these bacteria. The response of bacteria to changes in environmental conditions will also be examined. Various life stages of medically important parasites will also be observed.

Prerequisite: SC1354