

ABSN Course Descriptions 2022-2023

NURS 3011 Pathophysiology I (1.5 hours)

This is part one of a two-part course series designed to enhance student understanding of pathophysiological concepts and processes, as well as selected diseases. A systems approach is used to explore the pathophysiology, etiologies, risk factors, clinical presentation, and diagnostics of selected diseases. Basic prevention and/or treatment measures are also considered. Module One.

NURS 3183 Concepts of Nursing Care I (3 hours)

A study of evidence-based practice regarding fundamental nursing interventions and the professional nursing role. The knowledge, skills, and attitudes that are necessary to perform procedures and assess healthcare outcomes related to therapeutic interventions are presented and student understanding is verified through testing and return-demonstrations. Special emphasis is given to the delivery of "relationship-centered care" within a holistic framework as it applies to proficient nursing knowledge and psychomotor skills and nursing practice. Learning experiences occur through lecture/discussion, assignments (including online learning), and the simulated laboratory setting. Module One.

NURS 3402 Ethics, Quality, and Safety in Nursing (2 hours)

This course offers insight into the ethical practice of nursing, as well as safe and quality patient care. Using the model of "just culture" as a conceptual framework, this course will explore how managing human behavior and system design leads to improvement of patient safety outcomes. Principles of moral decision-making and ethical theories derived from the Christian faith will be utilized to examine patient safety and quality of nursing care. Module One.

NURS 3703 Principles of Professional Nursing (3 hours)

Designed to provide insight into the world of professional nursing, as viewed through the paradigm of the Pre-Licensure Nursing Department program outcomes, including: Formational Thinking, Faith Integration, Discovering Creation, Global Citizenship, Communication and Self Expression. A variety of learning experiences are used to introduce elements of professional nursing. Module One.

NURS 3911 Pharmacotherapy I (1.5 hours)

This is part one of a two-part course series designed to introduce the clinical application of pharmacotherapy regarding health and illness. A systems approach is used to evaluate various drug classifications. The student is expected to assess, process, and apply drug-related information, including: generic/trade names and clinical uses, basic mechanisms of action(s), side effects, contraindications, interactions, parameters for safe administration, evaluation of drug effectiveness, and adverse/toxic effects. Module One.

NURS 3012 Pathophysiology II (1.5 hours)

This is part two of a two-part course series designed to further enhance student understanding of pathophysiological concepts and processes, as well as selected diseases. A systems approach is used to explore the pathophysiology, etiologies, risk factors, clinical presentation, and diagnostics of selected diseases. Basic prevention and/or treatment measures are also considered. Module Two.

NURS 3182 Concepts of Nursing Care II (2 hours)

Designed to demonstrate knowledge and skills related to professional nursing practice, including nursing process, medication administration, informatics, patient-care technologies, therapeutic interventions, and holistic assessment. Clinical experiences expose students to a range of technologies that facilitate health-promotion, -maintenance, and -restoration, including patient monitoring systems, medication administration systems, and other technologies to support patient care. Students gather and document care data as a foundation for decision making for the healthcare team. The overarching goal for this course is the delivery of safe and effective “relationship-centered care” to a diverse patient population. Learning experiences occur in the classroom, simulated laboratory setting, as well as clinical healthcare facilities. Competency with drug calculation and safe medication administration are also required proficiencies. Module Two.

NURS 3602 Health Assessment (2 hours)

Provides an opportunity for students to develop competence in comprehensive health assessment as viewed through the lens of “relationship-centered care”. Students develop the necessary knowledge, skills, and attitudes regarding history-taking and holistic assessment, including assessment in the following domains: physical, role, development, psycho-social, spiritual, and risk, i.e. genetics, environment, nutrition, exercise, stress, economics, and abuse. Learning experiences occur in the simulated laboratory setting as well as clinical healthcare facilities. Module Two.

NURS 3902 Gerontological Nursing (2 hours)

Evidence-based practice and “relationship-centered care” of older adults are the focus of this course. Major course concepts include: demographics of the aging population; common physiological, psychological, sociological, and spiritual issues affecting the health of older adults; health-promotion, -maintenance, -restoration concepts and interventions; options in the continuum of care; and death as a final developmental process. Module Two.

NURS 3912 Pharmacotherapy II (1.5 hours)

This is part two of a two-part course series designed to build upon the clinical application of pharmacotherapy regarding health and illness. A systems approach is used to evaluate various drug classifications. The student is expected to assess, process, and apply drug-related information, including: generic/trade names and clinical uses, basic mechanisms of action(s), side effects, contraindications, interactions, parameters for safe administration, evaluation of drug effectiveness, and adverse/toxic effects. Module Two.

NURS 3068 Health Restoration I (8 hours)

Part one of a two-part course series focusing on “relationship-centered care” of adults experiencing acute illness, exacerbation of a chronic condition, and/or surgery. A systems approach is used and the role of the medical-surgical nurse in caring for patients with various diseases is presented. Course content emphasizes the development of knowledge and skills for patient problems related to: the perioperative experience, fluid and electrolyte imbalance, inflammation & immune dysfunction (including cancer), the respiratory, gastrointestinal and musculoskeletal systems, as well as concepts related to emergency nursing and mass casualty principals. In addition to caring for the physical needs of the patient, students are encouraged to consider the patient’s spiritual, emotional, and learning needs. Students continue to develop testing skills based upon the structure and format of the most recently published NCLEX-RN® test plan. Clinical learning experiences occur in the acute-care clinical setting. Module Three.

NURS 3502 Mental Health Nursing (2 hours)

A study of evidence-based practice and nursing care of patients with mental illness. Developmental, sociocultural, psychological, and situational aspects of life that impact the mental health of individuals, families, and communities are explored. Special emphasis is given to the delivery of “relationship-centered care” within a holistic framework as it applies to mental health -promotion, -maintenance, and -restoration. Principles of communication as an intervention to develop therapeutic relationships are emphasized. Module Three.

NURS 3803 Biblical Perspectives (3 hours)

Reflects MidAmerica Nazarene University’s commitment, as a Christian liberal arts university, to nurturing an appreciation for the rich resources of the Scriptures. Cultural, societal, and Biblical themes are explored through the study of the literature and history of the Bible. Students study the development of five major themes throughout the Bible and examine Biblical concepts as they relate to current professional issues and the integration of faith, learning, and living. Module Three.

NURS 3178 Health Restoration II (8 hours)

Part two of a two-part course series, building upon knowledge gained in NURS 3068 Health Restoration I. Focuses on “relationship-centered care” of adults experiencing acute illness, exacerbation of a chronic condition, and/or surgery. A systems approach is used and the role of the medical-surgical nurse in caring for adults with various diseases is presented. Emphasis focuses on the development of knowledge and skills for patient problems related to the following systems: cardiovascular, hematologic, endocrine, genitourinary, and integumentary. In addition to caring for the physical needs of the patient, students are encouraged to consider the patient’s spiritual, emotional, and learning needs. Students continue to develop testing skills based upon the structure and format of the most recently published NCLEX-RN® test plan. Builds upon knowledge gained in previous and concurrent courses to provide a comprehensive and overall understanding of how to care for adults in the acute-care clinical setting. Module Four.

NURS 4313 Pediatric Nursing (3 hours)

A study of evidence-based nursing care of children and their families. Special emphasis is given to the delivery of “relationship-centered care” within a holistic framework as it applies to health -promotion, -maintenance, and -restoration. Cultural values and health needs specific to the pediatric population are explored. Hospital and community-based settings provide theory to practice application. Simulation may be used adjunctively to enhance student’s clinical learning experience. Module Four.

NURS 4113 Maternal and Women’s Health Nursing (3 hours)

A study of evidence-based practice and nursing care of childbearing families and women. Special emphasis is given to the delivery of “relationship-centered care” within a holistic framework as it applies to health -promotion, -maintenance, and -restoration of child-bearing families’ and women. Cultural values and women’s health needs specific to the lifespan are presented. Hospital and community-based settings provide theory to practice application. Simulation may be used adjunctively to enhance student’s clinical learning experience. Module Five.

NURS 4200 Senior Seminar I: Preparing for Professional Nursing Practice (.5 hour)

This is part one of a two-part course series designed to prepare senior nursing students for the challenges of becoming a professional nurse. Students will prepare a high-quality nursing

resume suitable for employment applications. Additionally, students will participate in mock interviews and receive feedback from qualified interviewers in preparation for interviews with potential employers. Students will begin to understand the process of NCLEX-RN® examination and state licensure. Module Five.

NURS 4213 Nursing Research & Evidence-Based Practice (3 hours)

Designed to develop students' knowledge of scholarship through the research process and the role of theory & evidence to inform nursing practice (and practice to theory, etc.); to develop skills to become astute consumers of nursing research; and to apply knowledge of the research process in nursing practice. Students are introduced to computer applications that facilitate the research process such as in literature reviews and data analysis. Ethical and legal precepts that guide research in the protection of patient rights are emphasized. The student identifies standards of practice that impact patient outcomes. Additionally, students acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed. Module Five.

NURS 4513 Population-Based Health (3 hours)

A study of evidence-based practice and nursing care of populations. Special emphasis is given to the delivery of "relationship-centered care" within a holistic framework as it applies to health - promotion, -maintenance, and -restoration of complex systems and aggregates in the community, state, nation, and world. Included are concepts of epidemiology, health promotion (primary, secondary, and tertiary levels), disease prevention, health policy, healthcare delivery systems, and the *Healthy People Initiatives*. Selected environmental components affecting community health to be explored include historical, political, economic, social, and cultural influences. The role of the healthcare provider in advocating for healthy communities is presented. Factors influencing access to care, as well the provision of care for chronically ill populations in integrated healthcare delivery systems consisting of ambulatory- and non-acute-care-based agencies, will be explored. Community-based settings, non-acute-care agencies, and/or ambulatory clinics provide theory to practice application. Simulation may be used adjunctively to enhance student's clinical learning experiences. Module Five.

NURS 4300 Senior Seminar II: Transition to Nursing Practice (.5 hour)

This is part two of a two-part course series designed to prepare senior nursing students for the challenges of transition from pre-licensure nursing education to the practice of professional nursing. Students will gain understanding of their relationship with the State Board of Nursing and professional licensure requirements. Additionally, students will be challenged to prepare for the NCLEX-RN® examination with a content review based upon the current NCLEX-RN® Test Plan. Classroom and/or online activities to develop critical thinking and successful test taking skills will be presented. Module Six.

NURS 4304 Nursing Leadership & Professional Issues (4 hours)

As viewed through the lens of "relationship-centered care", emphasizes the role of the professional nurse in creating a culture of advocacy, safety and quality through team performance. Also strives to develop student knowledge, skills and attitudes as leaders, designers/managers/coordinators of care and as members of the nursing profession. With knowledge of healthcare policy, finance, and regulatory environments, students are encouraged to envision and shape a preferred future for the nursing profession and healthcare in general. Module Six.

NURS 4684 Nursing Internship (4 hours)

This course uses a preceptor model of learning to provide students an opportunity to synthesize and integrate all previous learning experiences. The ultimate goal of this course is for students to acclimate and transition to the professional role of a registered nurse. The setting of this course occurs in a clinical setting where students work with an assigned preceptor to deliver professional nursing care. Module Six.

NURS 4902 Acute-Complex Nursing Care (2 hours)

A study of evidence-based practice and “relationship-centered care” of patients who are at high risk for actual or potential life-threatening health problems. Students apply knowledge of systems, dysfunction, pathophysiology, diagnostic data, pharmacology, and treatment protocols in the process of providing, analyzing, and evaluating care processes of the acute-complex and/or critically ill patient. Module Six.