

# Addendum II

Effective Date May 31, 2022

Publication Date October 28, 2022

## Page 130-131

### Biomedical Sciences (MS)

#### Admission Requirements

In addition to the university's minimum requirements, applicants must meet the following program requirements:

- Applicants must complete an application via one of the application services in use during the application cycle for the desired matriculation year.
- **Prior Degree:** To be considered for admission, you must have a BA or BS or complete the requirements for a degree before enrollment. The degree must be from a regionally-accredited institution.
- **Prerequisite Courses (C or better):**
  - Biology or Zoology with accompanying labs (1 year/2 semesters)
  - Inorganic/General Chemistry with accompanying labs (1 year/2 semesters)
  - Organic Chemistry with accompanying lab (1 semester)
  - Physics with accompanying lab (1 year/2 semesters)
  - Composition (writing intensive) (1 semester)
  - Behavior and/or Social Science (such as Introduction to Psychology and Introduction to Sociology) (2 courses)

The Admissions Committee also recommends, though does not require, coursework in biochemistry, molecular biology and statistics.
- **Test Scores:** Competitive scores on a standardized exam that are no more than three years old such as DAT, GRE or MCAT. Applicants who indicate career interest in Allopathic or Osteopathic Medicine must earn a score of 496 or higher prior to matriculation into the BMS program
- **Grade-Point Average (GPA):** Competitive overall and science GPAs.
- **CASPer Examination:** All applicants are required to complete and submit a CASPer score for that application cycle.

- **Letters of Recommendation:** Either one committee letter or three individual letters of recommendations from persons involved in the student's previous educational experience are required.
- **Experience:** Demonstration of interest in and understanding of the medical field and its various components. The motivation and commitment to health care, as demonstrated by previous employment, volunteer work or other experiences.
- **Leadership:** Demonstration of leadership characteristics through academic or community service activities.
- **Volunteering:** Demonstration of a commitment to public service through a variety of humanitarian activities.
- **Communication:** Demonstration of strong oral and written communication skills.
- **Resume or Curriculum Vitae:** Included in the submitted application.
- **Personal Statement:** Included in the submitted application.
- **Supplemental Application:** This program does not have a supplemental application.
- **Transfer Applicant Policy:** This program does not accept transfer applicants.
- **Non-Degree Applicant Policy:** This program does accept non-degree applicants.
- **Early Decision Programs:** This program does not accept early decision applicants.

## Page 179

# Psychology: Clinical Counseling (MS)

## Program Degree Plan

### Core (73.5QH)

HPCC 501 Ethical Issues and Standards for Professional Counselors (4.5QH)  
 HPCC 502 Diagnostic Interviewing and Report Writing (4QH)  
 HPCC 503 Cognitive and Behavioral Therapy – Child and Adolescent (4.5QH)  
 HPCC 505 Personality Assessment in Counseling (4.5QH)  
 HPCC 600 Substance Abuse Assessment and Treatment (4.5QH)  
 HPCC 601 Group Dynamics and Counseling (4.5QH)  
 HPCC 602 Career Counseling and Development (4.5QH)  
 HPCC 603A Practicum/Internship and Seminar I (5QH)  
 HPCC 603B Practicum/Internship and Seminar II (5QH)  
 HPCX 529 Foundations for Interprofessional Practice (2QH)  
 HPCX 581 Descriptive Psychopathology (4.5QH)  
 HPCX 582 Socio and Cultural Foundations of Behavior (4.5QH)  
 HPCX 654 Theories of Personality and Emotion (3QH)  
 HPCX 655 Theories of Counseling and Psychotherapy (4.5QH)  
 HPCX 656 Cognitive and Behavioral Interventions (5QH)  
 HPCX 758 Lifespan Developmental Psychology (4.5QH)  
 HPCX 759 Family Systems and Therapy (4.5QH)

## Concentration-Specific Courses

*Clinical Service Concentration (16.5QH):*

HPCX 500 Research Methods for Counselors (4.5QH)

Electives (12QH)

*Research Concentration (29QH):*

HPCX 543 Psychological Statistics I (5QH)

HPCX 544 Experimental Design and Program Evaluation I (4QH)

HPCX 862 Research Practicum (14QH)

Electives (6QH)

## Page 209

## College of Nursing (CON)

### Programs of Study

Doctor of Nursing Practice: Psychiatric Mental Health Nurse Practitioner (DNP)

Master of Science in Nursing: Entry to Nursing Practice (MSN)

## Page 210

## Doctor of Nursing Practice: Psychiatric Mental Health Nurse Practitioner (DNP)

### Program Accreditation

The RFUMS College of Nursing (CON) is seeking accreditation for the DNP degree program, which is composed of two tracks, through the Commission on Collegiate Nursing Education (CCNE). This process occurs following the matriculation of students and in accordance with CCNE guidelines.

The CCNE accreditation process and timeline are shown below:

1. August 24, 2022: the CON received *New Applicant Status* approval by the CCNE.
2. August 15, 2022: The DNP-PMHNP Program matriculates its first cohort of students.
3. January 31, 2024: The CON submits a *CCNE Self-Study* for its DNP-PMHNP program.
4. March 13-15, 2024: The CON hosts a *CCNE Site Visit* with the CCNE Accreditors.

5. December 2024: The accreditation decision is rendered by the CCNE and is made retroactive to March 2024 (time of site-visit).

Commission on Collegiate Nursing Education  
655 K Street, NW, Suite 750  
Washington, DC 20001  
(202) 887-6791  
[www.aacnnursing.org/CCNE](http://www.aacnnursing.org/CCNE)

## Page 219

### **Master of Science in Nursing: Entry to Nursing Practice (MSN)**

The Rosalind Franklin University of Medicine and Science (RFUMS) Master of Science in Nursing (MSN) program for entry to nursing practice (ENP) is a 24-month, full-time, program of study designed for those who wish to enter into professional nursing practice with an MSN degree. A graduate degree will provide students with advanced skills and knowledge to elevate patient outcomes and reach higher level positions more quickly. Graduates of the program will be awarded an MSN degree and will be eligible to take the National Council Licensure Examination (NCLEX) for registered nurses (RN). Successful completion of the NCLEX qualifies the graduate to apply for RN licensure. Registered nurses may take positions in patient care organizations (inpatient and outpatient), research laboratories, schools, and medical/pharmaceutical sales.

The program is designed to attract applicants who have already earned a baccalaureate degree in a non-nursing field, and to attract Lake Forest College (LFC) students who are participating in a 3 + 2 or a 4 + 2 articulation agreement with RFUMS. The 3 + 2 accelerated program of study enables students to earn their baccalaureate degree from LFC in a non-nursing major at the completion of their first year of the nursing curriculum at RFUMS, and to earn their MSN degree from RFUMS at the completion of their second year of the nursing curriculum.

### **Mission**

The mission of the Master of Science in Nursing: Entry to Nursing Practice program is to recruit and educate a diverse group of nursing students that reflect, and will ultimately serve, their communities through transformative leadership. This will be accomplished in a well-supported, mentored, competency-based learning environment that celebrates diversity, inclusion and interprofessional collaboration.

### **Program Accreditation**

Authorization for RFUMS to award the MSN-ENP degree was received from the Illinois Board of Higher Education on August 10, 2021:

Illinois Board of Higher Education  
1 North Old State Capitol Plaza, Suite 333  
Springfield, IL 62701-1377  
217-782-2551

Authorization for RFUMS to award the MSN-ENP degree was received from the Illinois Board of Nursing on November 15, 2021:

Illinois Board of Nursing  
Illinois Department of Financial and Professional Regulation  
100 West Randolph Street, Suite 9-300  
Chicago, IL 60601  
800-560-6420  
<https://www.idfpr.com/profs/Nursing.asp>

Authorization for RFUMS to award the MSN-ENP degree was received from the Higher Learning Commission on July 18, 2022:

Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604  
800-621-7440  
[www.hlcommission.org](http://www.hlcommission.org)

The RFUMS College of Nursing (CON) is seeking accreditation for its MSN-ENP program through the Commission on Collegiate Nursing Education (CCNE). This process occurs following the matriculation of students and in accordance with CCNE guidelines:

The CCNE accreditation process and timeline are shown below:

1. August 24, 2022: The CON received *New Applicant Status* approval by the CCNE.
2. February 27, 2023: The MSN-ENP Program matriculates its first cohort of students.
3. January 31, 2024: The CON submits a *CCNE Self-Study* for its MSN degree.
4. March 13-15, 2024: The CON hosts a *CCNE Site Visit* with CCNE Accreditors.
5. December 2024: The accreditation decision is rendered by the CCNE and is made retroactive to March 2024 (time of site-visit).

Commission on Collegiate Nursing Education  
655 K Street, NW, Suite 750  
Washington, DC 20001  
(202) 887-6791  
[www.aacnnursing.org/CCNE](http://www.aacnnursing.org/CCNE)

## Admission Requirements

Applications for admission into the program are accepted beginning with the published start date for each admission cycle. During each cycle, applicants will be interviewed, and offers of

acceptance made, until all available seats in the cohort have been filled. The admission cycle will close on the published date, or sooner, if all seats have been filled—therefore, early application is recommended. Students will be admitted two times per year, Summer and Fall. For Academic Year 2022-2023 only, a Spring cohort will also be admitted.

The requirements for admission to RFU and the proposed MSN-ENP program are listed below:

- **Prior Degree:** A non-nursing baccalaureate degree from an accredited college or university is required prior to matriculation with the exception of Lake Forest College Pathway applicants.
- **A TOEFL report of English language proficiency:** (reading, writing, listening, speaking) for applicants with baccalaureate degrees from outside the U.S. and/or who do not hold U.S. citizenship or permanent residency.
  - The TOEFL requirement may be waived if the applicant has been a full-time student at an accredited U.S. college or university for at least two consecutive years, or is from a country in which English is a primary language.
  - A TOEFL iBT (Internet-based test) of 100 or the equivalent is recommended and with no category score being lower than 22.
- **Prior Foreign Nursing Degree:** Applicants who hold a nursing degree from another country may apply after their degree has been evaluated for U.S. institution equivalence. These applications will be reviewed by the admissions committee to determine if any prior work credit may be applied.
  - The applicant is required to send official, first source transcripts from the previous institution(s) attended to RFU.
- **Prerequisite Courses:** Required prerequisite courses must be completed at a college or university with regional accreditation (except as noted by the advanced placement policy). Course must be completed within the last seven years and include:
  - Human anatomy with lab (preferably human)
  - Physiology with lab
  - Microbiology with lab
  - Chemistry with lab (organic, biochemistry, or general)
- **Advanced Placement (AP) Credit:** The MSN-ENP program will accept advanced placement (AP) credit for prerequisite courses as long as such credit appears on the undergraduate transcript and indicates either specific subject credit (e.g. Organic General Chemistry - 4 units) or specific course credit (e.g. Chemistry 101 - 4 units). General AP credit without such specifications is not accepted. The AP courses must have been taken in the last seven years.
- **Lake Forest College Pathway:** Recommended prerequisite courses are shown below with the exception that these courses are required for Lake Forest College Pathway applicants:
  - Organismal Biology with lab
  - One course in statistics

- **Grade Point Average (GPA):** Recommended minimum cumulative undergraduate GPA of 3.0 on a 4.0 scale with the exception of a minimum GPA of 2.8 for Lake Forest College Pathway applicants.
  - If an applicant's cumulative GPA for the last 60 college course credits (quarter credit system or equivalent) is less than 3.0 on a 4.0 scale, a Graduate Record Exam (GRE) scores may be requested. There is no minimum GRE score for admission; however, scores will be considered as part of the overall application process. GRE scores are valid for 5 years from the test date.
- Minimum grade of 'C' in all prerequisite courses.
- Applicants considered for admission will complete an interview with the admissions committee.
- Applicants considered for admission must meet the technical standards to practice as a registered nurse.
- All offers of admission are conditional and may be rescinded. This conditional admission decision is based on a review of a subset of information made available to RFU. This conditional admission decision may be rescinded upon the failure to receive certain additional documentation relating to minimum requirements for enrollment (e.g. final transcripts, evidence of completion of any pending coursework, and immunization status); or upon review of information about character and/or behavior matters obtained from background checks, publicly available sources, and self-disclosures; or upon a determination that information provided by the applicant relating to the admissions decision was materially false or deceptive or that the applicant omitted material information.

## **Transfer Credits and Advanced Standing**

No transfer credits or advanced standing will be awarded regardless of previous experience.

## **Technical Standards**

### **The Role of the Master's Prepared Nurse**

All students must possess the intellectual, physical, and emotional capabilities necessary to undertake the required curriculum in a reasonably independent manner without having to rely on intermediaries. All students must be able to achieve the levels of competence required by the program goals and objectives.

The MSN-ENP Program requires students to meet the technical standards necessary to satisfactorily progress through the program and successfully function as a registered nurse. The technical standards include skills that support (i) observation, (ii) communication, (iii) motor function, (iv) intellectual-conceptual abilities, and (v) behavioral and social attributes. Applicants will be made aware of these technical standards and will be directed to RFU's ADA Coordinator for questions regarding and to make requests for reasonable accommodation(s) to meet these technical standards.

- **Observation:** Candidates must acquire a defined level of information presented in the form of demonstrations and experiences. Examples may include: dissection of cadavers, examination of specimens during anatomy, and simulated patient encounters. Utilizing skills obtained throughout the curriculum, candidates must also acquire information from a patient through a complete physical examination.
- **Communication:** Candidates must communicate effectively, efficiently, and sensitively with patients and families, as well as faculty, staff, peers, and other healthcare providers. Candidates must be able to obtain a medical history; describe changes in mood, behavior, posture, and activity; interpret non-verbal aspects of communication; document and relay information clearly and accurately; develop therapeutic rapport with patients.
- **Motor Function:** Candidates must be able to perform a complete physical exam and basic nursing procedures, following appropriate training by the nursing program. Additionally, candidates must also be able to respond promptly to general and emergent clinical situations.
- **Intellectual-Conceptual (integrative and quantitative) Abilities:**
  - Candidates must be able to acquire information through a variety of modalities including, but not limited to: classroom instruction; small group, team, and collaborative activities; individual study; preparation and presentation of reports; simulations; and use of computer technology.
  - Candidates must also be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.
  - Candidates must measure, calculate, reason, analyze, integrate, and synthesize. Additionally, they must have the ability to formulate and test hypotheses that enable effective and timely problem-solving in nursing diagnosis and care of patients in a variety of clinical settings and healthcare systems.
- **Behavioral and Social Attributes:** Candidates must possess the maturity and emotional health required for: full utilization of intellectual abilities; the use of good judgment; the prompt completion of all responsibilities attendant to the curriculum and to the nursing diagnosis and care of patients; and the development of mature, sensitive and effective relationships with patients, families, other healthcare providers, faculty, staff, and peers. They must display characteristics of integrity, honesty, conscientiousness, and empathy. Additionally, candidates must be able to collaborate, accept and provide appropriate and constructive feedback, and take personal responsibility for making appropriate and positive changes. Candidates must have the physical and emotional stamina and resilience to tolerate taxing workloads and to function in a competent and professional manner under highly stressful situations. They must be able to display flexibility and adapt to changing environments.

The MSN-ENP Program at Rosalind Franklin University of Medicine and Science supports students who qualify for reasonable accommodations under the Americans with Disabilities Act (ADA). For further information related to these technical standards, or to request reasonable accommodations, interested persons are encouraged to contact the ADA Coordinator at 847-547-8354 or [ADA.coordinator@rosalindfranklin.edu](mailto:ADA.coordinator@rosalindfranklin.edu)

## Terminal Outcomes

The program curriculum provides students with a strong foundation in the a) basic and social sciences, b) research methodology and appraisal, and c) nursing knowledge and skills. Curriculum is structured so that the student's progression in knowledge and skills builds from memorization to application, analysis and synthesis and ensures mastery of the program outcomes as described below:

- To graduate students who are well-prepared for entry-level professional nursing practice in accordance with the American Association of Colleges of Nursing (AACN) essentials of baccalaureate and master's education for professional nursing.
- To prepare graduates to succeed on the National Council Licensure Exam for RNs and become eligible for state licensure.
- To empower graduates with advanced knowledge and skills to lead change, promote optimum well-being and elevate patient care to its highest level, which are the distinguishing hallmarks of a Master of Science in nursing education degree.

Graduates of the program will demonstrate the following graduate outcomes in accordance with the American Association of Colleges of Nursing Bachelors' and Masters' Essentials:

- Patient-Centered Care:
  - Demonstrates a holistic, patient-centered, team-based approach to nursing care that considers lifestyle, psychosocial, cultural, and personal preferences.
  - Empowers patients and families to make informed choices about their care throughout their lifespan.
- Health Promotion and Disease Prevention: Exhibits a focus on prevention-based care that incorporates principles of population health and considers the Social Determinants of Health.
- Evidence Based Care: Demonstrates a life-long commitment to learning, translating, and applying evidence-based research to clinical decision-making and patient management in nursing practice.
- Informatics: Utilizes health information technology to make informed, data driven decisions that enhance patient safety and quality and improve patient outcomes.
- Interprofessional Collaboration: Practices interprofessional team-based care, where leadership is based on the patient's issues, all expertise is valued, and the patient at the center of the team.
- Professionalism: Demonstrates the professional standards of moral, legal and ethical behavior, when working across all populations in complex and dynamic situations based on applied knowledge and skills of organizational and health systems leadership to improve patient care outcomes.
- Health Policy and Advocacy: Advocates for patients, populations, and communities to develop policy and implement advocacy strategies to influence health and health care.

# Program Degree Plan

## Year 1 (49QH)

NNEP 500 Pathophysiology (3QH)  
NNEP 501 Pharmacology (3QH)  
NNEP 502 Nursing Socialization and Medication Calculation (2QH)  
NNEP 503 Physical Assessment (4QH)  
NNEP 504 Nursing I - Introduction to Nursing Skills and Role (8QH)  
NNEP 505 Adult Health (8QH)  
NNEP 506 Informatics for Quality Improvement and Patient Safety (2QH)  
NNEP 507 Epidemiology and Biostatistics (3QH)  
NNEP 508 Advanced Physical Assessment (4QH)  
NNEP 509 Mental Health (6QH)  
NNEP 510 Introduction to Evidence-Based Practice and Nursing Research (4QH)  
NNEX 529 Foundations for Interprofessional Practice (2QH)

## Year 2 (50QH)

NNEP 600 Maternal and Women's Health (6QH)  
NNEP 601 Pediatrics (6QH)  
NNEP 602 Ethics and Social Determinants of Health (3QH)  
NNEP 603 Geriatrics (7QH)  
NNEP 604 Community Health (6QH)  
NNEP 605 Nursing Advocacy and Leadership (2QH)  
NNEP 606 Advanced Pharmacology (3QH)  
NNEP 607 Critical Care (8QH)  
NNEP 608 Clinical Synthesis (6QH)  
NNEP 609 Research Synthesis (3QH)

# Assessment for Student Learning

## Grading System

A	4.00
B	3.00
C	2.00
F	0.00

Grades without Associated Grade Points:

P	Pass
F	Fail

Nursing students must maintain a cumulative GPA of 3.0. Students falling below these standards will be placed on probation and may be subject to dismissal pending demonstration of successful remediation and competency attainment.

If a student earns a C in any course, they will be placed on academic probation and be required to meet with the Course Director and Program Director. Learning and support resources will be identified and an academic plan for improvement will be developed.

All clinical rotations are graded on a Pass/Fail basis. Students must pass each clinical rotation to pass the didactic course associated with it.

Detailed information can be found in the RFU, CON, MSN-ENP Program Handbook titled: *Student Guidelines for Promotion and Retention (August, 2021)*.

## **Graduation Requirements**

A student must meet the following conditions to be recommended for the MSN degree:

- Total quarters hours for degree: 99
- 680 clinical clock hours
- Achieve a cumulative GPA of 3.0 on a 4.0 scale
- Successful completion of a comprehensive HESI examination in the final term of the program in preparation for the NCLEX exam
- Comply with all requirements and policies enacted by the Program
- Complete the program curriculum within two consecutive, academic years (24 months) from the start date, unless a leave of absence has been approved
- For cases where progression is delayed, complete the program curriculum within three consecutive academic years (36 months) from the start date.

Students who meet the above conditions will be endorsed for graduation by the Faculty via the Program Director in collaboration with the Program's Admission, Progression, and Retention Committee and approved by the Board of Trustees of Rosalind Franklin University.

## Course Descriptions

### Page 278

**HHPX 518** *same as HHCM 525*

### Page 279

#### **HIPS 515A & B Foundations for Interprofessional Practice (2 QH)**

Foundations for Interprofessional Practice is an experiential learning opportunity for students to engage in interprofessional healthcare teams. This interactive course is intended to prepare the healthcare professional student to provide effective interprofessional patient-centered preventative health care through small/large group discussion and problem-solving activities. The curriculum includes current topics of relevance to the delivery of interprofessional patient care delivery models and health systems science. Through this content, students will learn the roles/responsibilities of other healthcare providers, how to work on teams and practice teamwork and to communicate interprofessionally to optimally care for themselves and their patients.

### Page 281

#### **HIPS 732 Interprofessional Research Practice II – Conducting Research (3-8 QH)**

During this course students will engage in the intervention and/or data collection phase of their research study/scholarly project.

### Page 282

**HIPX 501** *same as HHPE 516*

**HIPX 514** *same as HHCM 521*

### Page 283

**HLSX 502** *same as HNUT-555*

**HLSX 505** *same as HHCM-508*

**HLSX 510** *same as HHCM-517*

**HLSX 516** *same as HHCM-523*

**HLSX 540** *same as HPOP 540*

## Page 302-303

**HPCX 504** *same as HHCM 507*

**HPCX 505** *same as HHCM 508*

**HPCX 509** *same as HHCM 516*

**HPCX 510** *same as HHCM 517*

**HPCX 513** *same as HHCM 520*

**HPCX 516** *same as HHCM 523*

**HPCX 517** *same as HHCM 524*

**HPCX 625** *same as HHCM 630*

**HPCX 699** *same as HPSC 605*

## Page 304

**HPHX 518** *same as HHCM 525*

## Page 312-313

**HPSX 504** *same as HHCM 507*

**HPSX 509** *same as HHCM 516*

**HPSX 513** *same as HHCM 520*

**HPSX 517** *same as HHCM 524*

**HPSX 625** *same as HHCM 630*

## Page 325

### **MCLN 885 Culinary Medicine Extramural (1.5-12 QH)**

Extramural electives offer students the opportunity to gain training and experience at another medical school or healthcare organization. Learning activities and assessment methods are specified by the host institution.

## Page 344

### **MMIC 652 Parasite Immunology (1-2 QH)**

This elective trains students to engage in a formal literature review of either Photodynamic therapy of treatment (PDT) of pathogens by oxidative inactivation. Students will also have the

opportunity to participate experimentally in the PDT of Leishmania parasites as vaccine carriers against infectious and malignant diseases. Students will be expected to submit a formal summary report for a literature review and submit a laboratory research report.

## Page 356

*Remove MPHY 620*

### **MPHY 626 Research in Physiology (3QH)**

This elective will provide students with an opportunity to become involved in physiological research. The student will gain experience in the design and execution of lab-based physiological experiments, data collection and analysis.

## Page 365

### **MSUR 835 Colorectal Surgery Extramural (1.5-12 QH)**

Extramural electives offer students the opportunity to gain training and experience at another medical school or healthcare organization. Learning activities and assessment methods are specified by the host institution.

## Page 370

### **NNEP 500 Pathophysiology (3 QH)**

In this course, pathophysiology and microbiology concepts, which underpin clinical reasoning, nursing diagnosis and clinical decision making, are introduced. A focus is placed on commonly occurring disease processes across the lifespan. Didactic only.

### **NNEP 501 Pharmacology (3 QH)**

Chemistry, physiology and physics principles that are foundational to pharmacology are introduced and applied in the management of pharmacological therapy. Emphasis includes the fundamental chemical principles of drug mechanism of action, application of specific drugs in the physiologic treatment of disease, and related nursing care. Didactic only.

### **NNEP 502 Nursing Socialization and Medication Calculation (2 QH)**

Students will begin to develop their critical thinking, therapeutic, and clinical reasoning skills. To ensure patient safety, attention is given to proper drug administration techniques and dosage calculations. Didactic content and skills lab time.

### **NNEP 503 Physical Assessment (4 QH)**

Using an organ systems approach, students will learn the fundamentals of a comprehensive patient history and head-to-toe physical assessment. Assessment skills are taught in the classroom and practiced in the skills lab. The course culminates in a head-to-toe physical exam with a standardized patient.

**NNEP 504 Nursing I - Introduction to Nursing Skills and Role (8 QH)**

Nursing is both a science and an art. Students are introduced to the concepts essential to the role of the nurse in the practice of client/patient and family-centered nursing across the lifespan. In addition to class time, students will learn the nursing process and the necessary, technical skills to become a professional nurse, in our skills lab.

**NNEP 505 Adult Health (8 QH)**

Students will learn to utilize critical thinking, compassionate communication, and therapeutic interventions to provide holistic patient-centered care to adult/geriatric populations. Didactic content will provide a foundation for increasingly complex medical/surgical issues. Course incorporates classroom, clinical and simulation teaching experiences focused on health promotion and healing of individuals and families experiencing acute and commonly occurring patterns of illness.

**NNEP 506 Informatics for Quality Improvement and Patient Safety (2 QH)**

Students will apply the concepts of data collection and analysis to solve quality issues in health systems and protect patients from system and human errors. This is a hybrid course with both in-person and online learning.

**NNEP 507 Epidemiology and Biostatistics (3 QH)**

Students will learn about the application and interpretation of statistical and epidemiological techniques, such as rates, proportions, relative and absolute risk, to population-based nursing care. This course prepares students to think quantitatively, assess data critically, and use evidence-based research to apply epidemiological methods to disease prevention and control. This is a hybrid course with both in-person and online learning.

**NNEP 508 Advanced Physical Assessment (4 QH)**

Building on prior pathophysiology and physical assessment coursework, students will apply previous knowledge and skills and advance their identification and management of abnormal physical and mental health symptoms and laboratory values across the lifespan. Didactic and lab.

**NNEP 509 Mental Health (6 QH)**

This course examines the etiology, symptomatology, and clinical management of selected mental illnesses across the lifespan and continuum of care. Students will analyze and demonstrate understanding of psychiatric nursing evidence-based research and treatments and apply this knowledge in promoting mental health and illness prevention, as well as the optimal functioning and rehabilitation of individuals, families, and communities with mental health problems. Course incorporates classroom, clinical and simulation teaching experiences.

**NNEP 510 Introduction to Evidence-Based Practice and Nursing Research (4 QH)**

Students will develop an understanding of the research process and learn how evidence-based research and nursing theories influence the practice of nursing and improve practice outcomes in culturally diverse populations. Students will create an appropriate research question and begin to identify the multiple methods and informatics available to obtain sound, scientific evidence to answer it through a review of literature synthesis paper.

**NNEP 600 Maternal and Women's Health (6 QH)**

This course presents gender-based nursing care to address the physiological, psychosocial, cultural, developmental and ethical issues of women's health across the lifespan, including pregnancy, birth, the postpartum, and throughout the aging process. Concepts of health

promotion and disease prevention are stressed using evidence-based interventions. Interprofessional collaboration and teamwork for ensuring quality health outcomes is emphasized. Course incorporates classroom, clinical and simulation teaching experiences.

### **NNEP 601 Pediatrics (6 QH)**

Students will learn the role of the nurse in caring for children ranging from newborns through adolescents. Concepts of child development, disease prevention, health promotion, trauma informed care and social determinants of health and their effects on morbidity and mortality will be discussed. Focus is placed on the nursing care necessary to address the physical, psychosocial, and developmental needs of infants, children and adolescents within the family both during hospitalization and at home. Course incorporates classroom, clinical and simulation teaching experiences.

### **NNEP 602 Ethics and Social Determinants of Health (3 QH)**

The course examines the social determinants of health and their impact on individuals and populations. Emphasis on ethical implications and nursing considerations for vulnerable communities who are disproportionately affected by the intersectionality of multiple determinants. This is a hybrid course with both in-person and online learning.

### **NNEP 603 Geriatrics (7 QH)**

Students will focus on the unique physical and psychosocial healthcare needs of the aging adult whose cognitive and physical health may be declining. Special attention will be placed on disease prevention, health promotion and the physics of rehabilitation. Course incorporates classroom, clinical and simulation teaching experiences.

### **NNEP 604 Community Health (6 QH)**

Students will identify and assess community needs around disease prevention and health behavior, especially as they are applied to promotion of health for communities and vulnerable populations. Emphasis is placed on principles of health care, strategies of health promotion, disease prevention and management across populations within community settings. Within the context of community health nursing, legal/ethical, economic, cultural, and environmental issues will be discussed. Course incorporates classroom, clinical and simulation teaching methodologies.

### **NNEP 605 Nursing Advocacy and Leadership (2 QH)**

Students will be introduced to the role of nurse leader and advocate in both patient care and policy development. Leadership and change theories will be discussed. This is a hybrid course with both in person and online learning.

### **NNEP 606 Advanced Pharmacology (3 QH)**

Students build upon previous pharmacotherapy knowledge by placing emphasis on assessing and evaluating patient responses that change in accord with health, age, lifestyle, gender and other factors. A focus is placed upon specific drugs used in higher acuity settings. Didactic only.

### **NNEP 607 Critical Care (8 QH)**

In this course, the focus is on the nursing roles and responsibilities in caring for medically complex adults who are experiencing high acuity illnesses. Emphasis will be placed on critical care concepts. Students will synthesize knowledge and apply advanced clinical and interprofessional teamwork skills to manage high acuity and critical care patients. Course incorporates classroom, clinical and simulation teaching methodologies.

**NNEP 608 Clinical Synthesis (6 QH)**

This is the capstone clinical course in which the student works with a nurse preceptor to demonstrate competency in clinical nursing skills, communication, critical thinking, problem solving, and time management. The purpose of the synthesis course is to facilitate the integration of nursing knowledge and skills so that the student can become an active and productive member of the interprofessional healthcare team. Increasing competence and independence in meeting the clinical objectives throughout the experience should take place especially focusing on time management skills, including organizing and implementing nursing care, medication administration and charting. Clinical time only.

**NNEP 609 Research Synthesis (3 QH)**

Using critical appraisal of both qualitative and quantitative literature, nursing theories and clinical evidence, students will synthesize and apply this knowledge to create a systematic review of literature, answering their research question. This is a hybrid course with both in-person and online learning.

**NNEX 529A & B** *same as HIPS 515A & B*