

226 Academic Programs – Graduate

604 Teaching and Learning in Nursing (3) S. This course discusses teaching/learning theory in nursing education. It facilitates understanding of teaching strategies, classroom and clinical management, learner outcomes, syllabi development, and curriculum building. Developing and applying a lesson plan for learners or patients is a course expectation.

605 Curriculum Development and Program Evaluation (3) SU. This course emphasizes different types of curricula used in nursing. It includes understanding of accreditation processes using program outcomes. This course will familiarize students with course sequencing, competency leveling, and learner outcomes. The content includes integration of current clinical standards from the Institute of Medicine, Quality and Safety in Nursing Education, and The Joint Commission.

701 Primary Care of Adults (5:2-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) F. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in adults. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the adult. This course will also discuss health promotion and teaching of adult patients, families, and populations.

702 Primary Care of Infants, Children and Adolescents (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506) S. This course provides the learner with the opportunity for in-depth experience in the management of care for infants, children, and adolescents. The learner expectations include knowledge acquisition about primary care management and decision-making that is developmentally appropriate for the acute and chronic healthcare needs of infants, children, and adolescents. This course will also discuss health promotion and teaching of infants, children, and adolescent patients, families, and populations.

703 Primary Care of Women (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) S. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in women. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of women. This course will also discuss health promotion and teaching of women, families, and populations.

704 Primary Care of Geriatric Patients (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) SU II. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in older adult patients. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the older adult. This course will also discuss health promotion and teaching of older adults, families, and populations.

705 Internship I (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, 704) F, S, SU. This course provides the learner with the opportunity for in-depth experience in the management of chronic health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for chronic healthcare needs

of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations living with chronic healthcare conditions.

706 Internship II (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, 704) F, S, SU. This course provides the learner with the opportunity for in-depth experience in the management of acute health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for acute healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations with acute healthcare conditions.

707 Clinical Decision-making and Ethics (3) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) SU. This course focuses on care management related to algorithms, protocols, and best-practice. The learners will discuss ethical obligations of a primary provider in caring for patients from a developmental, cultural, and spiritual perspective.

708 Academic Practicum (3:9) (135 practicum hours/semester) S. (Prerequisites: APRN 501, 502, 503, 504.) This course is a practicum course and will concentrate on developing an academic teaching/learning session with qualified preceptor. The expectations in this course are that students will receive teaching experience in the classroom and will demonstrate skill and competency in assessing learners' needs. The goal of the course is that students will develop and implement an educational session, and evaluate learner knowledge acquisition.

709 Clinical Practicum (3:9) (135 practicum hours/semester) F. (Prerequisites: APRN 501, 502, 503, 504.) This is a practicum course and will concentrate on developing a clinical/learning session with a qualified preceptor. The expectations of this course are that students will receive teaching experience in the clinical domain and demonstrate skill and competency in assessing learners' needs. The goal of the course is that the students will develop and implement educational sessions, as well as evaluate learner knowledge acquisition and clinical attainment.

710 Education Capstone Seminar (3) F (Prerequisites: APRN 501, 502, 503, 504.) This seminar course addresses academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Students will develop a professional plan and skills in interviewing and presentation.

713 Executive Practicum (Prerequisites: APRN 501, 502, 503) This practicum course will expose learners to a leadership role and assist the learner to develop a healthcare capstone plan. Learners will work individually with a preceptor and faculty advisor and develop their own leadership plan that can be completed and presented.