

NURSING - UNDERGRADUATE (NURSE-UN)

NURSE-UN 6 First-Year Nursing Honors Cohort Seminar (0 Credits)

Typically offered Fall

The First-Year Nursing Honors Cohort Seminar is designed for traditional, first-year students participating in the LEAD Honors Program at NYU Meyers to build community and engagement within NYU Meyers and to provide an introduction to the honors education experience. The seminar will serve as an in-depth introduction to New York University, NYU Meyers, and New York City. The seminar will provide detailed information pertaining to resources, academic support programs, student organizations, and activities within NYU Meyers, NYU, and New York City. The seminar will also introduce students to their LEAD Academic Advisor and LEAD Honors Advisor and review the four-year curriculum and requirements for successful completion of the LEAD Honors Program and graduation with Honors in Nursing. Finally, the seminar will connect first-year students to sophomore Nursing Cohort Leaders (NCLs) who will collaborate with the LEAD Academic Advisor and LEAD Honors Advisor to conduct bi-weekly cohort sessions. In addition, the Nursing Cohort Leaders will plan and execute community-building outings with the honors cohort.

Grading: Ugrd Rory Meyers Pass/Fail

Repeatable for additional credit: No

NURSE-UN 7 Honors Seminar: Nursing and the Health Professions (2 Credits)

Nursing and the Health Professions is designed to introduce traditional, first-year students participating in the LEAD Honors Program at NYU Meyers to professional roles within the healthcare community. The seminar encourages discussion of interprofessional roles and how different nursing roles contribute to patient care. The seminar introduces students to policy and appropriate ways to advocate for healthcare needs of the public. This seminar introduces the evaluation the role of continuing professional education in improving the quality of nursing practice.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 8 Honors Seminar: Nursing Practice, Research, Education, and Service (1 Credit)

This nursing honors seminar is designed to introduce scholars in the LEAD Honors Program at NYU Meyers to the four nursing pillars of the LEAD Honors Program model: nursing practice, research, education, and service. The seminar encourages discussion of the role of the nurse in each of the four pillars, including serving as leaders in nursing and interprofessional teams. The ANA (2015) Standards and Scope of Practice will be evaluated as it impacts student and professional practice. The teaching methodologies impacting the learning pillar will be evaluated. The seminar provides a forum for the LEAD Scholar to explore the four domains in relation to personal preference and goals and promotes individual leadership development as a precursor to the selection of the LEAD Honors Capstone pillar and topic in the junior and senior years.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 9 Honors Global Perspectives on Health (4 Credits)

This course is designed to provide students with an introduction to nursing in the context of global health and global health competencies. Students will examine the major causes of morbidity and mortality and their variations between high-, middle-, and low-income regions, as well as major public health efforts to reduce healthcare disparities globally. The effects of globalization on health, health systems, and the delivery of healthcare will be discussed. Students will also focus on social, economic, and environmental determinants of health. The topics of health equity, social justice, and sociocultural and political awareness, and their impact on global health, will also be explored.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 70 Anatomy & Physiology (3 Credits)

Typically offered Spring

45 hours lecture plus lab. 3 credits. The course focuses on the structure and function of the human body and how it affects health and wellbeing. The structure and function of each body system is studied and their inter-relationships explained.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 75 Microbiology (3 Credits)

Typically offered Fall

45 hours lecture. 3 credits. This course introduces the principles of the infectious disease process with respect to the properties of infectious agents, modes of transmission, manifestations of infections, their prevention and treatment, and the properties of the immune system. Major infectious diseases in humans, including the methods used for their identification in the clinical lab, are covered. Modes of transmission are described, as well as treatments and prevention. The application of principles of microbiology to the work of health professionals is also discussed.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 80 Statistics I (3 Credits)

Typically offered Fall

45 hours lecture. 3 credits. This course is an introduction for undergraduate students into the field of statistics as it is used in nursing, epidemiology, public health, and clinical research. It will concentrate on understanding what the statistics are used for and what they tell us rather than mathematical theory. Knowledge of high school algebra is assumed.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 120 Integrating Evidence into Clinical Practice (3 Credits)

Typically offered Spring and Summer

45 hours lecture. 3 credits. The course focuses on the conceptual and research development of nursing knowledge that forms the basis of evidence-based practice. Areas of nursing inquiry currently investigated are presented. The validity of quantitative and the conformability of qualitative methods used to answer nursing research questions are discussed. Students critically evaluate current nursing research and assess applicability to clinical practice. They also evaluate and assess applicability of related research reported in the media.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 121 LEAD Honors Integrating Evidence into Clinical Practice (3 Credits)

This course introduces the basic principles of critical appraisal of research for use in professional healthcare practices. Students will apply critical appraisal skills using appropriate theoretical and conceptual grounding, addressing the critical elements of research design, implementation, evaluation, and dissemination. Emphasis is placed on acquisition of competencies necessary for knowledgeable research consumerism including information literacy skills, critical evaluation of published research, and application of research findings. Students will apply course content and critical appraisal skills to the development of the LEAD Honors Program Capstone Project topic.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 239 Health Assessment & Promotion (4 Credits)

Typically offered Fall and Spring

60 hours lecture plus lab. 4 credits. This course focuses on the development of comprehensive health assessment skills, including measures of physical and functional status, documentation of the assessment findings, and health promotion strategies for each body system. Considerations of racial and cultural differences are discussed with respect to health assessment as well as health promotion strategies.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 240 Adult & Elder Nursing I (6 Credits)

Typically offered Fall and Spring

45 hours lecture plus clinical and lab. 6 credits. This course focuses on the development of the concepts and skills used by the professional nurse. Using nursing theory, students apply the nursing process and nursing skills in the on-campus laboratory practice and in the care of adult clients and their significant others in clinical settings such as acute care facilities and skilled nursing facilities.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 241 Psychiatric Mental Health Nursing (3 Credits)

Typically offered Spring and Summer

This course focuses on the application of evidenced-based standards of psychiatric mental health nursing in promoting mental health and caring for persons with mental health conditions and/or substance use disorders. The role of nurse as a member of the interprofessional healthcare team across different settings and across the continuum of care are highlighted. There is an emphasis on critical thinking, therapeutic communication and interpersonal skills as they relate to mental health nursing. Legal issues, patient education, pharmacology and population health principles are integrated in the context of mental health through the course.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 241(LS) Acute Care Psychiatric Nursing (2 Credits)

Typically offered Spring and Summer

22.5 hours lecture plus clinical. 3 credits. This course focuses on bio-psycho-social models as a perspective for viewing health promotion of persons and groups experiencing vulnerabilities and alterations in mental health across the life span. The nursing process is applied to individuals and groups in acute care mental health settings.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1003 Comp Health Systems (3 Credits)

Typically offered occasionally

45 hours: 3 credits. The course examines the delivery of health services in the United States drawing on social, historical, behavioral, and health sciences to examine the antecedents of health care in the U.S.? Aspects of the U.S. system in comparison to systems in other Western and non-Western countries are evaluated.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1241 Adult & Elder Nursing II (6 Credits)

Typically offered Spring and Summer

45 hours lecture plus clinical and lab. 6 credits. The focus of this course is on professional nursing care for individuals and their significant others experiencing acute and/or chronic illness. The nursing process is applied in caring for adults and their significant others across health care settings such as the hospital, skilled nursing facilities, and home care.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1241(C) Adult & Elder Nursing II (2 Credits)

45 hours lecture plus clinical and lab. 6 credits. The focus of this course is on professional nursing care for individuals and their significant others experiencing acute and/or chronic illness. The nursing process is applied in caring for adults and their significant others across health care settings such as the hospital, skilled nursing facilities, and home care.

Grading: Ugrd Rory Meyers Pass/Fail

Repeatable for additional credit: No

NURSE-UN 1241(LS) Adult & Elder Nursing II (4 Credits)

45 hours lecture plus clinical and lab. 6 credits. The focus of this course is on professional nursing care for individuals and their significant others experiencing acute and/or chronic illness. The nursing process is applied in caring for adults and their significant others across health care settings such as the hospital, skilled nursing facilities, and home care.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1242 Maternity Nursing (3 Credits)

Typically offered Fall and Summer terms

22.5 hours lecture plus clinical and Recitation. 3 credits. This course focuses on providing a nursing process framework for examining families in the childbearing years. Individual, societal, cultural, and environmental variables and health care disparities relating to childbearing and parenting are identified. Delivery of nursing care to pregnant, laboring, and postpartum mothers and their newborns is the clinical focus, with a goal of maximizing the health potential of young families.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: Yes

NURSE-UN 1242(C) Maternity Nursing (1 Credit)

22.5 hours lecture plus clinical and Recitation. 3 credits. This course focuses on providing a nursing process framework for examining families in the childbearing years. Individual, societal, cultural, and environmental variables and health care disparities relating to childbearing and parenting are identified. Delivery of nursing care to pregnant, laboring, and postpartum mothers and their newborns is the clinical focus, with a goal of maximizing the health potential of young families.

Grading: Ugrd Rory Meyers Pass/Fail

Repeatable for additional credit: No

NURSE-UN 1242(LS) Maternity Nursing (2 Credits)

22.5 hours lecture plus clinical and Recitation. 3 credits. This course focuses on providing a nursing process framework for examining families in the childbearing years. Individual, societal, cultural, and environmental variables and health care disparities relating to childbearing and parenting are identified. Delivery of nursing care to pregnant, laboring, and postpartum mothers and their newborns is the clinical focus, with a goal of maximizing the health potential of young families.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1243 Adult & Elder Nursing III (6 Credits)

Typically offered Fall and Summer terms

45 hours lecture plus clinical and Lab. 6 credits. This course focuses on the interactions among aging, disease, functional ability, the environment, and health disparities of adults and elders. Emphasis is placed on the application of the nursing process to health promotion/maintenance and disease management relating to orthopedics, neurology, cognition and decision making, genitourinary, rehabilitation, immune dysfunction, and elimination in the adult and older adult populations.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1243(C) Adult & Elder Nursing III (2 Credits)

45 hours lecture plus clinical and Lab. 6 credits. This course focuses on the interactions among aging, disease, functional ability, the environment, and health disparities of adults and elders. Emphasis is placed on the application of the nursing process to health promotion/maintenance and disease management relating to orthopedics, neurology, cognition and decision making, genitourinary, rehabilitation, immune dysfunction, and elimination in the adult and older adult populations.

Grading: Ugrd Rory Meyers Pass/Fail

Repeatable for additional credit: No

NURSE-UN 1243(LS) Adult & Elder Nursing III (4 Credits)

45 hours lecture plus clinical and Lab. 6 credits. This course focuses on the interactions among aging, disease, functional ability, the environment, and health disparities of adults and elders. Emphasis is placed on the application of the nursing process to health promotion/maintenance and disease management relating to orthopedics, neurology, cognition and decision making, genitourinary, rehabilitation, immune dysfunction, and elimination in the adult and older adult populations.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1244 Community Health Nursing (6 Credits)

Typically offered Fall and Spring

45 hours lecture plus clinical. 6 credits. This course focuses on understanding and applying the theoretical principles of and evidence base for public health nursing to culturally competent, community health nursing practice and professional role development. The focus of community health nursing practice is on protecting and enhancing the health of communities and humanly diverse populations, including those at risk and those challenged by health disparities, developmental needs, and mental health concerns and for clients living with poverty. Emphasis is placed on health promotion, health care policy, and ethics.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1244(C) Community Health Nursing (2 Credits)

45 hours lecture plus clinical. 6 credits. This course focuses on understanding and applying the theoretical principles of and evidence base for public health nursing to culturally competent, community health nursing practice and professional role development. The focus of community health nursing practice is on protecting and enhancing the health of communities and humanly diverse populations, including those at risk and those challenged by health disparities, developmental needs, and mental health concerns and for clients living with poverty. Emphasis is placed on health promotion, health care policy, and ethics.

Grading: Ugrd Rory Meyers Pass/Fail

Repeatable for additional credit: No

NURSE-UN 1244(LS) Community Health Nursing (4 Credits)

45 hours lecture plus clinical. 6 credits. This course focuses on understanding and applying the theoretical principles of and evidence base for public health nursing to culturally competent, community health nursing practice and professional role development. The focus of community health nursing practice is on protecting and enhancing the health of communities and humanly diverse populations, including those at risk and those challenged by health disparities, developmental needs, and mental health concerns and for clients living with poverty. Emphasis is placed on health promotion, health care policy, and ethics.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1245 Leadership & Management in Nursing (6 Credits)

Typically offered occasionally

45 hours lecture plus clinical and Lab: 6 credits. The goal of this course is to facilitate the paradigm shift from student to professional nurse. The focus is on the understanding, synthesis, and application of the evidence-base for using leadership and management principles in prioritizing and delivering nursing care to groups of patients as a team member within the health care organization. The course prepares the student nurse for entry into professional nursing practice after graduation. It addresses health policy, economic issues, and the integration of ethical and legal aspects of care.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1246 Critical Care Nursing (3 Credits)

Typically offered occasionally

This course builds upon previous knowledge and skills to address selected complex health care issues nurses encounter when caring for critically ill and high acuity medical-surgical patients with complex health care needs. Students will integrate their knowledge of complex pathophysiologic concepts with the best available evidence in the assessment, management, and evaluation of outcomes for patients and their families. Students will utilize current research, policy issues, and Quality and Safety Education for Nurses (QSEN) competencies in their clinical decision-making.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1248 Contemporary Issues in Health Care (3 Credits)*Typically offered Fall and Summer terms*

45 hours: 3 credits. This course will explore current issues in the evolution of patient care in contemporary health care systems. Embedded in the human experience of illness and health are rich sub-concepts with ethical and moral implications such as comfort and suffering, genetics/genomics, bioethics, addiction, culture and healthcare disparities, LGBT healthcare needs, interprofessional collaboration, global health issues, and policy. Ethics is an essential component of nursing practice and is inextricably linked to quality care. Students will be challenged to think critically and ethically about what society considers fair and just care as they explore factors that influence the wellness-illness continuum of human experiences. Discussions will focus on a variety of sources and formats to include: case studies, selected evidence-based articles, care protocols, contemporary editorials, film and student opinions. Students will use evidence-based sources, to discuss scientific and technological advances that are creating unprecedented opportunities, choices, and consequences that are inevitable when illness and health care intersect.

Grading: Ugrd Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-UN 1249 LEAD Honors Capstone I (1 Credit)**

This course provides opportunities for continued exploration of LEAD Honors Program pillars tenets: researchable clinical problems; innovative practice for holistic client needs and accompanying nursing roles; innovative educational programming; and, innovative service for nursing professionals or client populations. Students identify research questions, clinical problems, educational needs, and service activities to address the particular pillar for their capstone project. They develop an implementation plan for their capstone project and complete reflective practice exercises.

Grading: Ugrd Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-UN 1250 LEAD Honors Capstone II (2 Credits)**

This course provides opportunities for continued exploration of LEAD Honors Program pillars tenets: researchable clinical problems; innovative practice for holistic client needs and accompanying nursing roles; innovative educational programming; and, innovative service for nursing professionals or client populations. Students implement projects that address the research questions, clinical problems, educational needs, and service activities previously identified for their capstone project. They prepare scholarly presentations of their findings from the implementation of their capstone project, completing reflective practice exercises and peer review activities to advance their professional development.

Grading: Ugrd Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-UN 1255 Pediatric Nursing (3 Credits)***Typically offered Fall and Summer terms*

45 hours Lecture Plus Clinical and Lab: 3 credits. This course provides a family theory and nursing process framework for examining families in the child-rearing years from infancy through adolescence. Individual, societal, cultural, and environmental variables and health care disparities relating to child-rearing and parenting are identified. Delivery of nursing care adapted to the unique health and developmental needs of children and their families is the clinical focus, with a goal of maximizing the health potential of young families. There is a strong health promotion, risk reduction, and disease prevention component.

Grading: Ugrd Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-UN 1255(C) Pediatric Nursing (1 Credit)**

45 hours Lecture Plus Clinical and Lab: 3 credits. This course provides a family theory and nursing process framework for examining families in the child-rearing years from infancy through adolescence. Individual, societal, cultural, and environmental variables and health care disparities relating to child-rearing and parenting are identified. Delivery of nursing care adapted to the unique health and developmental needs of children and their families is the clinical focus, with a goal of maximizing the health potential of young families. There is a strong health promotion, risk reduction, and disease prevention component.

Grading: Ugrd Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-UN 1255(LS) Pediatric Nursing (2 Credits)**

45 hours Lecture Plus Clinical and Lab: 3 credits. This course provides a family theory and nursing process framework for examining families in the child-rearing years from infancy through adolescence. Individual, societal, cultural, and environmental variables and health care disparities relating to child-rearing and parenting are identified. Delivery of nursing care adapted to the unique health and developmental needs of children and their families is the clinical focus, with a goal of maximizing the health potential of young families. There is a strong health promotion, risk reduction, and disease prevention component.

Grading: Ugrd Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-UN 1261 Professional Nursing (3 Credits)***Typically offered Fall and Spring*

45 hours: 3 credits. This course explores historical assumptions about nursing as a basis for understanding professional roles and the image of nursing in today's society. Nursing is identified as a learned, valued profession; emphasis is on the influence of history in its evolution. Contemporary nursing workforce, educational trends, and practice issues are explored as primary factors in professional status. Ethical and legal aspects of nursing practice are discussed. Political and economic factors shaping nursing practice in the health care delivery system are defined, evaluated, and compared to other health systems.

Grading: Ugrd Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-UN 1262 LEAD Honors Integrative Seminar (0 Credits)**

This seminar is designed to provide LEAD Honors students with a setting to integrate nursing knowledge, skills, and theories being learned in the first sequence coursework of the undergraduate nursing program. Building on previous LEAD Honors Program coursework, this course will also lead to the development of the Scholar's Capstone Project topic within a corresponding LEAD Honors Program pillar (Practice, Education, Research, or Service).

Grading: Ugrd Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-UN 1301 Global Perspt Child Hlth (3 Credits)***Typically offered occasionally*

45 hours: 3 credits. This course explores the bio-psychosocial, environmental, political and economic forces that influence the health of children in developed and developing countries. Health disparities and access to care will be assessed and analyzed as factors in promoting optimal health for all children world wide. The importance of national and inter-national health organizations to promote global childhood health will be explored along with the role of nurses and other health care professionals.

Grading: Ugrd Rory Meyers Graded**Repeatable for additional credit:** No

NURSE-UN 1302 Oncology Nursing (3 Credits)

Typically offered occasionally

45 hours: 3 credits. This course focuses on the application of concepts and skills that professional nurses need to provide care for adult patients with cancer and to improve patient outcomes. Theories and research will be analyzed in the context of evidence-based practice in terms of best practices related to assessing, developing nursing diagnosis and treatment plans for managing symptoms associated with cancer and treatment.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1305 Global Perspectives on Women's Health (3 Credits)

Typically offered occasionally

This course examines the major social, cultural, economic, political and environmental forces affecting the health, well-being and human rights of women around the world. Major health risks and problems as well as health disparities and access to care will be explored. National, international, global and philanthropic organizations and their impact on the women's issues will be examined.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1306 Professional Nursing/Social Change: Principles/Practices of Social Entrepreneurship (3 Credits)

Typically offered occasionally

The focus of this honors course is to provide highly qualified students with an experiential learning experience to gain the knowledge, leadership skills and attitudes to promote nurses' contributions to society. The course will use a seminar format to discuss foundational works from the social sciences and nursing to examine the structural and contextual factors that influence social justice, health disparities, and civic engagement in the United States. Students will gain knowledge and skills to develop a business plan and the leadership abilities to improve their effectiveness as agents of social change. Honors scholars will enhance a community partner's activities by developing a service learning project incorporating the best available evidence. Admission to the honors course is based on a competitive application

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1307 Perioperative Nursing (3 Credits)

Typically offered occasionally

The course explores the role of the professional nurse in various perioperative patient care settings, including preoperative, intraoperative, and postoperative environments. Emphasis is on improving patient outcomes through the use of the best available evidence to provide quality, safe, patient-centered care across the lifespan in diverse populations acting as a member of the interprofessional team. Students learn strategies for effective therapeutic communication, patient education, and interprofessional collaboration to promote quality and safety. Principles of personal and workplace safety are discussed.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1308 Complex Care of the Older Adult I (1 Credit)

This course covers specific topics in complex care of the older adult.

It is the first of a two semester sequence of the Hartford Institute Geriatric Undergraduate Scholars (HIGUS) Program. This course seeks to guide students in: comparing models of care that promote safe, quality physical and mental health care for older adults; recognizing the complex interaction of acute and chronic co-morbid physical and mental conditions and associated treatments common to older adults; promoting functional, physical, and mental wellness in older adults; the skills necessary to develop a geriatric PICOT Question.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1309 Complex Care of the Older Adult II (2 Credits)

Typically offered occasionally

This course covers specific topics in complex care of the older adult. It is the second of a two semester sequence of the Hartford Institute Geriatric Undergraduate Scholars (HIGUS) Program. This course seeks to guide students in: integrating leadership and communication techniques that foster discussion and reflection on the extent to which diversity has the potential to impact the care of older adults; recognizing and respecting the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for older adults; successful completion of a PICOT paper and presentation in a selected topic of care of the older adult.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1310 Ambulatory Care Nursing (3 Credits)

The course explores the role of the professional nurse in the highly specialized ambulatory care setting. Emphasis will be placed on safety and quality through care coordination, transitional care management, individualizing and evaluating care for patients, families, and populations in diverse outpatient settings. Students will learn a variety of delivery care models with a focus on prevention, health promotion, and maintenance, and follow up. Evidence-based and multidisciplinary practices for the care of patients in ambulatory care settings will be explored to improve patient outcomes throughout the lifespan.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1311 Disaster Nursing and Emergency Preparedness (3 Credits)

This course explores the emergency response and management in different disasters, including environmental, mass casualty, public health emergencies, terrorism, and bioterrorism with emphasis on the interdisciplinary role of nursing. The discussion on disaster planning and management will be organized around the four phases of disaster, (1) mitigation, (2) preparedness, (3) response, and (4) recovery. The course will also address leadership, management and policy issues in disaster nursing to deepen understanding of the importance of protecting all aspects of health throughout the disaster life cycle. Students will also discuss the historical perspective of disaster management and learn to prepare for future disasters, their risks and impact on the communities with particular emphasis on the organization, management and mobilization of resources. The student will discuss the humanitarian aspects of emergencies and disasters, in particular, the preparedness response and recovery to lessen the socio-economic, psychological and health impact. The role of information technology as well as legal, ethical, and psychosocial implications of disasters and emergencies will be addressed. Partnering with local officials, a case study scenario of a disaster management in the community will be used to teach the care of the vulnerable populations for safe evacuation and mitigation of harm.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1312 Palliative Care Nursing (3 Credits)

This course explores the role of the professional nurse in providing evidence-based palliative care to a culturally diverse population in palliative care settings. The focus will be on the care of the patient with serious, life-limiting illness emphasizing respect for patients' and families' beliefs, values, and choices. The psychosocial and spiritual dimensions of palliative care will be examined. Students will learn strategies for effective therapeutic communication, symptom management, patient education, and professional self-care. Emphasis will be placed on interprofessional collaboration among members of the hospice or palliative care team to promote safe, high quality care for patients dealing with serious, life-limiting illness.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1313 Lifestyle Approaches and Well-Being in Nursing (3 Credits)

This course explores evidence-based Lifestyle Medicine as it relates to health promotion and well-being for holistic person-centered care. Students will learn about lifestyle medicine and apply this to their nursing practice. The nursing student will serve as a role model and educational resource for individuals with the desire to achieve optimal health by focusing on six lifestyle behaviors: nutrition, physical activity, sleep, avoidance of risky substances, stress management, and forming positive social connections. Emphasis will be placed on establishing self-care practices the nurse can utilize themselves and then teach patients, families, and populations. There will be a focus on the role of the nurse as a health coach empowering and advocating for individuals to participate in healthy behavior change.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1314 LGBTQ+ Health (3 Credits)

This course delves into the role of the registered professional nurse as a leader in the interprofessional team in providing culturally congruent care for lesbian, gay, bisexual, transgender, queer (or questioning) and other sexual and gender minority (LGBTQ+) patients, families, and populations. The student will learn the history of LGBTQ+ health issues, information about who LGBTQ+ populations are, and what health disparities LGBTQ+ populations face. The course will highlight measures that empower the registered professional nurse to recognize and mitigate the negative impact of bias and discrimination. The course will provide in-depth analysis of laws and policies governing LGBTQ+ care. The course will explore evidence-based and interprofessional practices for the care of LGBTQ+ patients across care settings to promote health, well-being, and improve patient outcomes.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1435 Pathophysiology (3 Credits)

Typically offered Fall and Spring

45 hours: 3 credits. Emphasis is placed on the relationship of usual health patterns of major body systems to changes that occur during the illness experience. Major pathophysiologic concepts are explored using a body systems approach. Theories relating etiology, pathogenesis, and clinical manifestations are used to study common disease processes. Concepts from anatomy, physiology, and chemistry courses provide the foundation for exploring human dysfunction. Concepts learned in this course are basic to nursing practice.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No

NURSE-UN 1436 Nrsng Pharmacotherapeutic (3 Credits)

Typically offered Fall, Spring, and Summer terms

45 hours: 3 credits. This course provides students with the knowledge of pharmacologic preparations used in the maintenance of health and prevention of illness. The content focuses on the drug actions, therapeutic response, patient-teaching responsibilities, and nursing implications in identifying areas of side effects, adverse effects, drug interactions, and safe administration of medications for patients of diverse racial and cultural backgrounds. Evidence-based research and legal/ethical issues are also addressed in the context of the nurse's role in pharmacotherapy.

Grading: Ugrd Rory Meyers Graded

Repeatable for additional credit: No