Master of Science in Nursing — Leadership and Management (RN to MSN Option)

The Masters of Science in Nursing (RN to MSN option) degree is a competency-based program that builds on the foundation of previous nursing education at the associate degree or diploma levels. The BSN portion of the degree focuses on contemporary nursing practice in the developing of skills and competencies using technology-based learning. It is structured to develop high quality, highly educated BSN nurses preparing graduates who are equipped to function in new roles as members of healthcare teams in many settings by expanding nurses’ knowledge in areas of research, theory, community concepts, healthcare policy, therapeutic interventions, and current trends in health care. Graduates will be eligible for military, U.S. Public Health, and VA appointments as well as assume roles in school health, community, occupational, and other nonacute care settings.

The Master of Science portion of the degree further prepares graduates to be leaders and managers in diverse settings; hospitals, long-term care facilities, community service agencies, governmental agencies and facilities, and corporations. They use their organizational, analytic, strategic planning, financial, human resources, and evaluation skills to services in diverse nursing and healthcare settings.
Introduction

The WGU MSN Degree (RN to MSN Option) is evidence based and developed according to The Essentials of Baccalaureate Education for Professional Practice (2008) and the Essentials of Masters Education for Professional Practice (2011) from the American Association of Colleges of Nursing (http://www.aacn.nche.edu/Education/essentials.htm).

The WGU Master of Science in Nursing Program—Leadership/Management content is based on national standards and research related to creating work environments that are collaborative, interdisciplinary, and promote effective functioning in complex nursing and healthcare environments. The Master of Science in Nursing—Leadership/Management content and processes are consistent with the American Nurses Association (ANA) Standards for Nurse Executives. The degree program is focused on the preparation of highly qualified nurse administrators (nurse managers and nurse executives). The hallmarks of our program include: (a) research-based competency preparation and (b) learning objectives that are competency-based and industry informed. This portion of the program consists of developing core knowledge related to complexities of healthcare, access, quality, and costs for diverse populations. New nursing knowledge includes research, theory, technology applied to nursing practice, evidence-based practice, ethics, and new roles for master's prepared nurses.

The nurse leadership/management program focuses on organizational and leadership theories, strategic planning, regulatory standards, risk management, principles of financial management, and concepts of human resource management. A case study approach is used to examine organizational, financial, and personnel issues and their resolution. The process for assessment, measurement, evaluation, and use of outcome data for improvement is presented.

Mission of the WGU Department of Nursing

The mission the Department of Nursing is to make a positive difference in the lives of our students and the practice of nursing through a professionally supported, competency-based and student-focused learning model for working adults that promotes success in educational goals and sustained professional commitment. The Department of Nursing is committed to the formation of confident, caring, and competent professional nurses prepared to meet emerging healthcare needs of diverse populations.

Departmental Promise

WGU Department of Nursing promises to help our students develop the cognitive knowledge, ethical comportment and clinical reasoning skills required of a professional nurse so that they may become safe, competent practitioners. We will:

- Embrace diversity
- Commit to individual student success
- Support on-time progression and graduation
- Treat students in a fair and equitable manner
- Ensure individualized response to student needs
- Communicate respectfully and in a timely manner
- Advocate for the students through all aspects of the learning experience
- Collaborate with national and community leaders in academia and industry
- Be accountable for the quality and integrity of the nursing education programs
- Provide relevant and innovative educational resources delivered when and where needed

Nursing Programs Philosophy
We envision nursing as a caring interaction between the nurse, who is a member of an interdisciplinary team, and the patient who is a member of a family and community. This caring interaction occurs across the lifespan, from infancy through old age. Nurses identify and strengthen clients’ potential to move toward health and help clients shape their environment to promote well-being. We believe that healthcare begins in the community, prior to diagnosis of illness, by promoting health and wellness through advocacy, community assessment, and preventative care. Nurses use appropriate technologies and current evidence to develop their plans of care, whether in the community, the clinic, an acute care facility, or an extended care facility. Nurses assume leadership for clinical and ethical decision-making.

We believe that the global nature of communities and healthcare delivery necessitates that nurses be able to engage with patients, families, and communities who have diverse ways of responding to their healthcare needs. We recognize that the definition of family has expanded to include a variety of different compositions and roles and is the fundamental vehicle for how clients are supported, interact with the world around them, access resources, and engage in healthcare.

We recognize that students, particularly adult learners, have preferred learning styles, bring previous experience to the learning environment, and develop competency at different paces. Learners seek to make sense of new educational experiences in light of their past and existing knowledge and then apply their new findings to real situations. Therefore, nursing education should provide opportunities where students engage in real world application to demonstrate competency in cognitive knowledge, clinical reasoning, and ethical comportment.

RN to BSN Program Goals
At the completion of the RN to BSN program, graduates will be able to:
- Provide compassionate, patient-centered care to individuals, families, and communities from a variety of cultures across the lifespan.
- Apply leadership skills to engage others in creating, promoting and managing a healing environment.
- Use clinical reasoning to provide safe, quality nursing care based on the best available evidence and ethical principles.
- Use information technology to communicate, mitigate error, and make decisions related to the provision of patient care. Support incorporation of nursing knowledge in the development of patient care technology.
- Assume accountability for providing and ensuring safe, efficient, quality care congruent with ethical, professional and legal standards.
- Engage in interprofessional collaboration to improve safety and quality of health care.
- Incorporate knowledge of genetics and genomics into the care of patients, families and communities.
- Assume accountability for providing and ensuring safe, efficient, quality care congruent with ethical, professional and legal standards.
• Apply leadership skills to engage others in creating, promoting and managing a healing environment.

**MSN Program Goals**

At the completion of the MSN program, graduates will be able to:

• Assemble scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

• Prescribe organizational and systems leadership to promote high quality, ethically safe patient care through critical decision making, effective working relationships and a systems perspective.

• Assemble applied research outcomes within the practice setting, resolve practice problems, work as a change agent, and disseminate results leading change to improve quality outcomes navigating and integrating care services across the healthcare systems.

• Integrate organizational, client centered, culturally appropriate concepts to planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families and aggregates/identified populations.

• Appraise patient-care technologies and formulate communication technologies to enhance, integrate, and coordinate care leading change to improve quality care outcomes.

• Influence healthcare outcomes for individuals, populations, and systems within the framework of professional, ethical and legal standards.

• Construct interprofessional teams to communicate, coordinate, collaborate and consult with other health professionals to manage and coordinate care to advance a culture of excellence and lifelong learning

• Integrate organizational, client centered, culturally appropriate concepts to planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families and aggregates/identified populations

• Assemble scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

**Understanding the Competency-Based Approach**

Practically speaking, what does it mean when we say that WGU programs are competency-based? Unlike traditional universities, WGU does not award degrees based on credit hours or on a certain set of required courses. Instead, students earn their degrees by demonstrating their skills, knowledge, and understanding of important concepts through a series of carefully designed assessments.

Progress through your degree program is governed, not by classes, but by satisfactory completion of the required assessments that demonstrate your mastery of the competencies. Of course, you will need to engage in learning experiences as you brush up on competencies or develop knowledge and skills in areas in which you may be weak. For this learning and
development, WGU has a rich array of learning resources in which you may engage under the direction of your mentor. You will work closely with your mentor to schedule your program for completing the assessments. (We discuss assessments in much more detail later in this guide.) You will work closely with additional faculty members as you proceed through courses of study that are designed to lead you through the content you must master in order to pass individual assessments.

The benefit of this competency-based system is that it makes it possible for people who are knowledgeable about a particular subject to make accelerated progress toward completing a WGU degree even if they lack college experience. You may have gained your skills and knowledge of a subject on the job, accumulated wisdom through years of life experience, or, indeed, took a course on a particular subject. WGU awards a degree to you based on the skills and knowledge that you possess and can demonstrate, not the number of credits you have on your transcript.

Accreditation

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU’s accreditation was awarded by (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The university’s accreditation status is now managed by the Northwest Commission on Colleges and Universities (NWCCU). The WGU Teachers College is accredited by the National Council for Accreditation of Teacher Education (NCATE). The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Health Informatics program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

The Degree Plan

The focus of your program is your personalized Degree Plan. The Degree Plan is a detailed blueprint of the learning resources and assessments that comprise your program. The length of your program depends on both the amount of new information you need to learn and the amount of time you plan to devote each week to study.

Students will vary widely in the specific skills and information they need to learn. For example, some may be highly knowledgeable in a subject matter and would not need to engage in new learning opportunities. Others may find that portions of the program require completely new learning and that they may need to take an online class or participate in a study module to acquire the knowledge and skills needed to pass the program competencies in that area. Some individuals may be able to devote as little as 15–20 hours per week to the program, while others may have more time. For this reason, you will complete pre-assessments to help your mentor form a profile of your prior knowledge and experience for use in creating your Degree Plan.
WGU’s Mentoring Approach

Our mentoring approach is a powerful component of the WGU educational experience. When you enroll at WGU, you will begin interacting with your personal mentor, course mentors, and support staff. Your mentor takes an active role and a personal interest in your success. Whether by e-mail or phone, your mentor will be your “point person” of communication throughout your program. Your mentor will help motivate you to work hard to complete your program. When you have questions or concerns, your mentor team will help you resolve them.

You and your mentor will work together to evaluate your educational background, strengths, and weaknesses. With this analysis, your mentors will help determine in which areas you are already competent (and can move quickly to assessment) and areas you need to work on; this will become your personalized Degree Plan. Your mentor will direct you to the Courses of Study that contain the best learning resources for you (courses, texts, independent study modules, etc.) and are supported by course mentors that serve as your content experts for each area of study. As you proceed through your academic program, you and your mentor will determine when you are ready for the required assessments. If you are ready, your assessment will be scheduled. You will follow this same process as you proceed through each domain.

Connecting with Other Mentors and Fellow Students

As you proceed through your Degree Plan, you may also have direct contact with other faculty members. These communications can take a variety of forms, including participation in learning communities, office hours via the courses of study, and webinars. As a WGU student, you will have access to your own personal MyWGU Student Portal that will provide a gateway to courses of study, learning communities, and program communities where you will have interactions with faculty and other students. Courses of study and communities are specifically designed to support you as you develop competencies in preparation for your assessments through the utilization of threaded discussions, blogs, and chats that are guided by content experts. You will access your program community during the Education Without Boundaries introductory course to network with peers who are enrolled in your program and to receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides a Student Services Associate to help you and your mentor solve any special problems that may arise.

Orientation

The Orientation focuses on acquainting the student with WGU’s competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize tutorials, message boards, online chats, and other activities to connect with other students in your program. This orientation is completed before you start your first term at WGU.

Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based on credits but on demonstration of competency. However, if you have completed college coursework at another accredited institution, you may have your transcripts evaluated and may be able to have some lower-division or co-requisite assessments cleared. The guidelines for determining what will “clear” through transfer vary based on the degree program.
The following transfer guidelines generally apply to graduate programs: Graduate domains (i.e., subject areas) cannot be cleared through transfer. Requirements in the domains that can be considered the degree major cannot be cleared through transfer. Furthermore, WGU does not clear any requirements based on the student’s professional experience and does not perform a "resume review" or "portfolio review" that will automatically clear any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current.

Remember, WGU’s competency-based approach lets you take advantage of your knowledge and skills, regardless of how you obtained them. Even when you do not directly receive credit, the knowledge you possess may help you accelerate the time it takes to complete your degree program.

**Continuous Enrollment, On Time Progress, and Satisfactory Academic Progress**

WGU is a “continuous enrollment” institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Your terms are six months long. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between the shorter terms that you would experience in a more traditional environment. At the end of every six-month term, you and your mentor will review the progress you have made and revise your Degree Plan for your next six-month term.

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this On Time Progress – denoting that you are on track and making progress toward on time graduation. As full-time students, graduate students must enroll in at least eight (8) competency units each term, and undergraduate students must enroll in at least twelve (12) competency units each term. Completing at least these minimum enrollments is essential to On Time Progress and serves as a baseline from which you may accelerate your program. We measure your progress based on the assessments you are able to pass, not on your accumulation of credit hours or course grades. Every time you pass an assessment, you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing an assessment means you have demonstrated competency equivalent to a “B” grade or better.

WGU has assigned competency units to each assessment so that we can track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some assessments may be assigned three competency units while other assessments may be as large as 12 competency units.

Satisfactory Academic Progress (SAP) is particularly important for financial aid students because you must make SAP in order to maintain eligibility for financial aid. We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. As full-time students, WGU graduate students must enroll in at least eight competency units each term, and undergraduate students must enroll in at least 12 competency units each term. In order to remain in good academic standing, you must complete at least 66.67% of the units you attempt over the length of your program – including any assessments you add to your
term to accelerate your progress. Additionally, during your first term at WGU you must pass at least three competency units in order to remain eligible for financial aid. We know that SAP is complex, so please contact a Financial Aid Counselor should you have additional questions.

**Assessments**

Your Degree Plan will include the assessments needed to complete your program. To obtain your degree you will be required to demonstrate your skills and knowledge by completing the following assessments:

**Performance Assessments** contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Performance assessments contain detailed instructions and rubrics for completing each task and are submitted in TaskStream, an online project management and grading tool.

**Objective Assessments** are designed to evaluate your knowledge and skills in a domain of knowledge. Most objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-based items.

**Essay Assessments** are used to measure your ability to integrate and apply concepts. Your writing will be scored against competency-based rubrics established by the faculty.

**Nursing Administration Field Experience and Capstone Project** is the culmination of the student’s WGU degree program. It requires the demonstration of competencies through a deliverable of significant scope that encompasses a final capstone experience. The artifact resulting from the capstone and nursing administration field experience will demonstrate how the students have mastered the competencies.

As mentioned earlier, we have assigned competency units (CUs) to each assessment in order to measure your academic progress. As a graduate student, you will be expected to enroll in a minimum of eight competency units each term. A standard plan, at eight units per term, would look similar to the one that follows.

Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, your time commitment, and your determination to proceed at a faster rate.

**STANDARD PATH for MASTER OF SCIENCE IN NURSING in LEADERSHIP AND MANAGEMENT (RN TO MSN OPTION)**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>CUs</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Standing for RN License</td>
<td>50</td>
<td>TR</td>
</tr>
<tr>
<td>Foundations of College Mathematics</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>English Composition I</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Anatomy and Physiology I</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Anatomy and Physiology II</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Survey of United States Constitution and Government</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Elements of Effective Communication | 3 | 2
Introduction to Humanities | 3 | 2
Clinical Microbiology | 4 | 3
Introduction to Psychology | 3 | 3
Human Growth and Development Across the Lifespan | 3 | 3
Introduction to Sociology | 3 | 3
Biochemistry | 3 | 4
Introduction to Probability and Statistics | 3 | 4
Care of the Older Adult | 3 | 4
Health Assessment | 3 | 4
Community Health and Population-Focused Nursing | 3 | 5
Nutrition for Contemporary Society | 3 | 5
Organizational Systems and Quality Leadership | 3 | 5
Community Health and Population-Focused Nursing Field Experience | 2 | 5
Advanced Information Management and the Application of Technology | 3 | 5
Advanced Professional Roles and Values | 2 | 6
Professional Presence and Influence | 2 | 6
Translational Research for Practice and Populations | 2 | 6
Pathopharmacological Foundations for Advanced Nursing Practice | 3 | 6
Contemporary Pharmacotherapeutics | 2 | 7
Comprehensive Health Assessment for Patients and Populations | 3 | 7
Essentials of Advanced Nursing Practice Field Experience | 2 | 7
Organizational Leadership and Interprofessional Team Development | 3 | 7
Policy, Politics, and Global Health Trends | 3 | 8
Principles of Organizational Performance Management | 2 | 8
Principles of Healthcare Business and Financial Management | 3 | 8
Strategic Leadership and Future Delivery Models | 2 | 9
Nursing Leadership and Management Field Experience | 2 | 9
Nursing Leadership and Management Capstone | 4 | 9

In this example, the program will take eight terms for the student to complete. The standard path shown above lists the courses of study (assessments) and the associated competency units by term. The Degree Plan will include greater detail about the courses of study, including the assessments and their associated standard learning resources.

Learning Resources
You will work with your mentor to select the various learning resources needed to prepare for the required assessments. In most cases, the learning materials you will use are independent learning resources such as textbooks, e-learning modules, study guides, simulations, virtual labs, and tutorials. WGU works with dozens of educational providers, including enterprises, publishers, training companies, and higher educational institutions to give you high quality and effective instruction that matches the competencies that you are developing. The cost of many learning resources is included in your tuition, and you can enroll directly in those through your Degree Plan as your mentor has scheduled them. Some resources (e.g., many textbooks) are not covered by your tuition, and you will need to cover those costs separately. WGU has excellent bookstore and library arrangements to help you obtain the needed learning resources.
Changes to Curriculum

WGU publishes an Institutional Catalogue, which describes the academic requirements of each degree program. Although students are required to complete the program version current at the time of their enrollment, WGU may modify requirements and course offerings within that version of the program to maintain the currency and relevance of WGU's competencies and programs. As these changes are implemented, WGU will ensure that the length of the student’s degree program (i.e., total competency unit requirements) will not increase and that competency units already earned will be applied to the updated program version. When program requirements are updated, students returning from term break or returning after withdrawal from the University will be expected to re-enter the updated version of the program.

Areas of Study Within the
Master of Science in Nursing –
Leadership and Management (RN to MSN Option)

The WGU MSN (RN to MSN Option) program is based on best practices for effective learning and national standards. It provides the knowledge and skills that enable graduates to expand their knowledge in areas of research, theory, community concepts, healthcare policy and finance, therapeutic interventions, and current trends.

The following section includes the areas of study in the program, which are then followed by their associated courses, and the sample learning resources that have recently been used to help students gain the competencies needed to pass the assessments in the course. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. Please note that the learning resources included in the following sections are sample resources that will vary based on your own Degree Plan and the resources current at the time you enroll in the program. The Degree Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

General Education

Foundations of College Mathematics
This course focuses on basic numeracy and calculation skills, basic algebra skills, basic geometry principles, and basic data and probability skills. It covers the following competencies:

- The student utilizes the operations, processes, and procedures of basic numeracy and calculation skills to solve quantitative problems in arithmetic and basic algebra.
- The student applies the operations, processes, and procedures of basic algebra to solve quantitative problems.
- The student utilizes the operations, processes, and procedures of basic geometry and measurement to solve problems in mathematics.
- The graduate evaluates quantitative data by interpreting statistical and graphic representations and solves basic probability problems.
English Composition I
This course introduces learners to the types of writing and thinking that is valued in college and beyond. Students will practice writing in several genres and several media, with emphasis placed on writing and revising academic arguments. It covers the following competencies:

- The graduate applies appropriate grammatical rules, sentence structure, and writing conventions.
- The graduate selects appropriate rhetorical strategies that improve writing and argumentation.
- The graduate appropriately uses a given writing style.
- The graduate uses appropriate writing and revision strategies.
- The graduate integrates credible and relevant sources into written arguments.
- The graduate composes an appropriate narrative for a given context.
- The graduate composes an appropriate argumentative essay for a given context.

Survey of United States Constitution and Government
In Survey of United States Constitution and Government, you will examine the structure, institutions, and principles of the American political system. The foundation of the United States government is the U.S. Constitution, and this course will introduce the concepts of (a) separation of powers, (b) checks and balances, (c) civil liberties and civil rights, and (d) federalism and republicanism.

By completing this course, you will have proven competency in the structures of government, your own role in the policy-making process, and the ways in which the Constitution and government has changed over time. This course covers the following competencies:

- The graduate analyzes the dilemmas and principles of government.
- The graduate analyzes the central themes and founding principles of the U.S. Constitution and the U.S. government.
- The graduate analyzes the division of power between national and state governments.
- The graduate analyzes the development and protection of individual civil liberties and civil rights.
- The graduate analyzes the powers of each branch of government and the relationships among them.
- The graduate analyzes the formation of personal and collective political opinions and the influence of the media.
- The graduate analyzes the role of individuals, interest groups, and political parties in the U.S. electoral system.

Elements of Effective Communication
Elements of Effective Communication introduces learners to elements of communication that are valued in college and beyond. Materials are based on five principles: being aware of your communication with yourself and others; using and interpreting verbal messages effectively;
using and interpreting nonverbal messages effectively; listening and responding thoughtfully to others, and adapting messages to others appropriately. This course covers the following competencies:

- The graduate applies foundational elements of effective communication.
- The graduate applies appropriate communication strategies in interpersonal and group contexts.
- The graduate demonstrates effective presentational communication strategies in a given context.

Introduction to Humanities
This introductory humanities course allows students to practice essential writing, communication, and critical thinking skills necessary to engage in civic and professional interactions as mature, informed adults. Whether through studying literature, visual and performing arts, or philosophy, all humanities courses stress the need to form reasoned, analytical, and articulate responses to cultural and creative works. Studying a wide variety of creative works allows students to more effectively enter the global community with a broad and enlightened perspective. This course covers the following competencies:

- The graduate assesses the development of humans through the study of key concepts, disciplines, and primary influences of the humanities.
- The graduate analyzes the primary contributions and characteristics of humanities during the Classical period.
- The graduate analyzes the primary contributions and characteristics of humanities during the Middle Ages.
- The graduate analyzes the primary contributions and characteristics of humanities during the Renaissance.
- The graduate analyzes the primary contributions and characteristics of humanities during the Baroque period.
- The graduate analyzes the primary contributions and characteristics of humanities within the Neoclassical and Enlightenment period.

Introduction to Psychology
In this course, students will develop an understanding of psychology and how it helps them better understand others and themselves. Students will learn general theories about psychological development, the structure of the brain, and how psychologists study behavior. They will gain an understanding of both normal and disordered psychological behaviors, as well as general applications of the science of psychology in society (such as personality typing and counseling). This course covers the following competencies:

- The graduate analyzes how the scientific method is used in psychology.
- The graduate analyzes the role and function of the brain, nervous system, and endocrine system in human psychology.
- The graduate examines key developmental milestones across the lifespan.
• The graduate examines the processes of social cognition and their effects on social interactions.
• The graduate examines the relationships among classical, operant, and observational learning theories.
• The graduate examines the relationships between intelligence and memory.
• The graduate examines the significant characteristics of major theories of emotion, motivation, and personality.
• The graduate examines the principle causes, prevalence, and basic treatments of psychological disorders.

Human Growth and Development Across the Lifespan
This course introduces students to human development across the lifespan. This will include an introductory survey of cognitive, psychological, and physical growth. Students will gain an understanding in regards to the emergence of personality, identity, gender and sexuality, social relationships, emotion, language, and moral development through life. This will include milestones such as education, achievement, work, dying, and death. This course covers the following competencies:

• The graduate explains guiding perspectives, theories, and influences on physical, cognitive, and social development across the lifespan.
• The graduate analyzes human physical development from conception through birth.
• The graduate analyzes the physical, cognitive, and social development of humans during infancy.
• The graduate analyzes the physical, cognitive, and social development of humans during early childhood.
• The graduate analyzes the physical, cognitive, and social development of humans during middle childhood.
• The graduate analyzes the physical, cognitive, and social development of humans during adolescence.
• The graduate explains the physical, cognitive, and social development of humans during early adulthood.
• The graduate analyzes the physical, cognitive, and social development of humans during middle adulthood.
• The graduate analyzes the physical, cognitive, and social development of humans during late adulthood.
• The graduate examines the processes of death, dying, and grieving.

Introduction to Sociology
This course teaches students to think like sociologists, in other words, to see and understand the hidden rules, or norms, by which people live, and how they free or restrain behavior. Students will learn about socializing institutions, such as schools and families, as well as workplace organizations and governments. Participants will also learn how people deviate from
the rules by challenging norms, and how such behavior may result in social change, either on a large scale or within small groups. This course covers the following competencies:

- The graduate explains the approach of those who observed society in the past including European and American thinkers.
- The graduate evaluates the social forces that produce one’s identity.
- The graduate analyzes the impact of conformity and resistance to society’s norms.
- The graduate assesses where one resides within the broader context of a stratified society.
- The graduate analyzes the impact of major social institutions on society.
- The graduate evaluates the role of population dynamics, settlement patterns, and social movements on society.

**Introduction to Probability and Statistics**

This course covers the following competencies:

- The graduate evaluates categorical and quantitative data using appropriate numerical measures and graphical displays.
- The graduate evaluates the relationship between two variables through the creation and interpretation of numerical summaries and visual displays.
- The graduate evaluates the sampling methods used in studies including the effect they have on conclusions that can be made.
- The graduate designs and conducts observational studies, controlled experiments, and surveys to explore population characteristics.
- The graduate applies theoretical or empirical probability to a situation to quantify uncertainty.
- The graduate determines the probability of events using simulations, diagrams, and probability rules.

**Health Sciences**

**Anatomy and Physiology I**

This course introduces basic concepts of human anatomy and physiology through a survey of the structures and functions of the body’s organ systems. Students will have the opportunity to explore the body through laboratory experience and apply the basic knowledge of the course. For nursing students this is the first of two anatomy and physiology courses within the program of study. This course covers the following competencies:

- The graduate utilizes appropriate terminology to communicate about human anatomical features, body position, and chemical physiology.
- The graduate evaluates the normal operation of the human digestive systems through an understanding of structure, regulation, and function.
- The graduate evaluates the normal operation of the human skeletal systems through an understanding of structure, regulation, and function.
- The graduate evaluates the normal operation of the human sensory systems based on an understanding of structure, regulation, and function.
- The graduate evaluates the normal operation of the human respiratory system based on the understanding of structure, regulation, and function.
- The graduate evaluates the normal operation of the human male and female reproductive system through an understanding of structure, regulation, and function.
- The graduate evaluates the normal operation of the human nervous system based on an understanding of structure, regulation, and function.
- The graduate evaluates the normal operation of the human muscular systems through an understanding of structure, regulation, and function.
- The graduate evaluates the normal operation of the human cardiovascular system based on the understanding of structure, regulation, and function of heart and blood vessels.
- The graduate evaluates the normal operation of the human lymphatic and immune systems through an understanding of structure, regulation, and function.
- The graduate explains the normal operation of the human integumentary systems through an understanding of structure, regulation, and function.
- The graduate evaluates the normal operation of the human endocrine system through an understanding of structure, regulation, and function.
- The graduate evaluates the normal operation of the human urinary renal system through an understanding of structure, regulation, and function.

**Anatomy and Physiology II**

This course introduces advanced concepts of human anatomy and physiology, through the structures and functions of the body’s organ systems. Students will have the opportunity to explore the body through laboratory experience and apply the concepts of the course. For nursing students this is the second of two anatomy and physiology courses within the program of study. This course covers the following competencies:

- The graduate analyzes the relationship between basic human metabolic functions and human cell and tissue structures.
- The graduate analyzes the structures, functions, and integration of the nervous system.
- The graduate analyzes the structures, functions, and integration of the muscular system.
- The graduate analyzes the structures, functions, and integration of the cardiovascular system.
- The graduate analyzes the structures, functions, and integration of the hematologic system, including immunity.
- The graduate analyzes the structures, functions, and integration of the respiratory system.
- The graduate analyzes the structures, functions, and integration of the renal system.
- The graduate analyzes the structures, functions, and integration of the digestive system.
The graduate analyzes the structures, functions, and integration of the endocrine system, including principles of thermoregulation.

The graduate analyzes the structures, functions, and integration of the reproductive system.

Clinical Microbiology
Clinical Microbiology focuses on microbes—both constructive and destructive—that are among the smallest living entities on earth. Students will examine how they live, reproduce, carry diseases, and develop resistance to antibiotics. This course has a clinical focus. It covers the following competencies:

- The graduate recognizes types and characteristics of microorganisms, performs biochemical tests, and recognizes principles of osmosis.
- The graduate recognizes how the structure, function, and transmission of viruses affect humans; applies knowledge of how viruses spread in humans; and solves cases involving viral infections.
- The graduate recognizes how the structure, function, and transmission of protozoa and parasites can be detrimental to humans; and solves cases involving how protozoa and parasites spread in humans.
- The graduate recognizes basic principles of antimicrobial therapy, antibiotic resistance, and selective toxicity; recognizes the use of different types of antimicrobials; and conducts the antibiotic sensitivity test and the Kirby-Bauer test.
- The graduate uses appropriate techniques or procedures for interacting with microorganisms in a clinic, laboratory, or community setting; utilizes basic laboratory techniques for identifying microorganisms; demonstrates proper laboratory techniques in microbiology, including sterile technique, staining techniques, aseptic technique, and chemical indicators; and recognizes types of culture media and when to use each.
- The graduate identifies the structure, function, and transmission of bacteria and their role in pathogenesis; recognizes how bacteria can be beneficial or detrimental (or both) to humans; and solves cases involving how bacteria spread in humans.
- The graduate identifies characteristics, structures, and functions of common molds, yeasts, and fungi; recognizes how the structure, function, and transmission of fungi affect humans; and solves cases involving how fungi spread in humans.
- The graduate recognizes the origin and transmission of organisms in the environment and the adaptability of microbes; describes growth patterns of microbes and the elements necessary for the spread of infection; and determines possible hosts for given pathogens.
- The graduate recognizes how the growth of microorganisms can be controlled.

Chemistry Content
Biochemistry
This course covers the structure and function of the four major polymers produced by living organisms, which are nucleic acids, proteins, carbohydrates, and lipids. There is a heavy focus
on application in this course of study. Students will gain an introductory understanding of the chemicals and reactions that sustain life. This course covers the following competencies:

- The graduate demonstrates how nucleic acid polymers can transform cells and transmit information within the cell.
- The graduate can construct models of the structure and function of amino acids and peptide bonds, predict ionization of an amino acid, demonstrate peptide bond breaking, and demonstrate how protein structure affects susceptibility or resistance to disease.
- The graduate constructs models of various states of hemoglobin, demonstrates how changes in the usual configuration of hemoglobin can lead to molecular disease, and distinguishes between the chemical structure and function of hemoglobin and myoglobin.
- The graduate constructs models of enzymes, demonstrates how enzymes act as a catalyst in a reaction and factors that influence this reaction, and solves enzyme and catalysis problems.
- The graduate constructs models of carbohydrates, demonstrates metabolism of carbohydrates, and demonstrates how adenosine triphosphate (ATP) is essential to energy transfer in the cell and how irregularities in ATP synthesis in the cell can cause cytopathologies.
- The graduate constructs models of fatty acids and demonstrates why lipids are essential to the functioning of cells.

Nursing Theory and Practice
Care of the Older Adult
Care of the Older Adult adapts the concepts from prior coursework to the care of older adults. An understanding of the effects that policy and legislation have on how healthcare systems treat aging patients sets a foundation for improving their care. Students will apply health assessment skills and evidence-based standards in such a way to account for the specific needs of older adults. Emphasis is placed on the importance of maintaining the dignity of older adults by focusing on cultural, religious, spiritual, and communication needs and by collaborating on care with older adults, families, and caregivers. This course covers the following competencies:

- The graduate effectively collaborates with patients, families and inter-professional team members in planning primary, secondary, tertiary and end-of-life care that addresses older adults’ physical, mental, psychosocial and spiritual needs and preferences and responses to changes in health status and related treatments.
- The graduate evaluates the older adults’ lifeworld with special awareness of the diversity among the health status of older adults, individualizing care according to the physical, mental/cognitive, functional, and psycho-social well-being of an elder patient, along with support systems in place.
- The graduate integrates principles of compassion and respect for patients and their families into the planning and delivery of care to a diverse population of older adults and into advocacy for vulnerable older adults.
• The graduate collaborates with patients, families and the inter-professional team to select the appropriate application of technology to enhance older adults’ safety and independence.

• The graduate collaborates with patients and families to support palliative care needs in order to reduce symptom burden and treatment fatigue and enhance quality of life, as well as end-of-life care that is compassionate, respectful, patient centered, and family supported.

• The graduate evaluates the effectiveness of the healthcare environment and the influence of health policy in providing care that maximizes the function and independence of older adults in accordance with individual patient characteristics and patient and family needs.

• The graduate recommends techniques to co-create health and illness management practices with older adults and their families (caregivers) that ensure safety and optimal maintenance of functional ability, taking into account patient characteristics and needs and patient and caregiver vulnerabilities as well as strengths.

• The graduate selects appropriate evidence-based standards of health promotion, risk reduction, and disease prevention in older adult populations.

• The graduate determines the needs of older adults and their families and caregivers to coordinating patient-centered, safe transitions of care that aim to assure the least restrictive care environment relative to strengths and vulnerabilities, and reduce unnecessary hospitalizations.

Health Assessment

The Health Assessment course builds on prior knowledge student who are RNs already have and helps them to develop a more comprehensive set of skills for physical assessment, patient interviewing and advanced history taking including social and physical environment assessments. Students will master more advanced health assessment competencies through the use of virtual reality experiences as well as by demonstrating competency in all aspects of both physical and health assessment. It covers the following competencies:

• The graduate analyzes the findings of head-to-toe physical assessments.

• The graduate analyzes the findings of basic physical assessments of the reproductive systems, breasts, and axillae.

• The graduate analyzes the findings of basic physical assessments of the gastrointestinal and renal systems.

• The graduate analyzes the findings of basic physical assessments of the musculoskeletal and nervous systems.

• The graduate analyzes the findings of basic physical assessments of the respiratory system.

• The graduate analyzes the findings of basic physical assessments of the integumentary system.

• The graduate analyzes the context and influences that inform the processes and interpretations of a health assessment.
• The graduate analyzes the findings of basic physical assessments of the mental status.

• The graduate analyzes the findings of basic physical assessments of the cardiovascular, peripheral vascular, and lymphatic systems.

• The graduate analyzes the findings of basic physical assessments of the head and neck, eyes, ears, nose, mouth, and throat.

Community Health and Population-Focused Nursing
This course will assist students to become familiar with foundational theories and models of health promotion and disease prevention, applicable to the community health nursing environment. Students will develop understanding of how policies and resources influence the health of populations. Students will engage in learning the importance of community assessment to improve or resolve a community health issue. Students will be introduced to the relationships between cultures and communities and the steps necessary to create community collaboration to improve or resolve community health issues in a variety of settings. Students will analyze health systems in the United States, global health issues, quality-of-life issues, and emergency preparedness. This course covers the following competencies:

• The graduate applies principles of epidemiology to the assessment of the healthcare needs of communities.

• The graduate plans and coordinates community care in collaboration with community partners.

• The graduate develops culturally sensitive and relevant strategies to advocate for populations, based on knowledge of community health systems.

• The graduate proposes health promotion initiatives and services to promote disease and injury prevention.

• The graduate assesses the impact of the environment on the health of the community.

• The graduate analyzes past and present initiatives meant to improve the health of the global community.

• The graduate plans for the preparation, response, and recovery of communities from natural and human-caused emergencies and disasters.

• The graduate analyzes social and cultural factors that affect the care of diverse populations

• The graduate analyzes the impact of communicable diseases on the health of individuals, families, and communities in a global environment.

Nutrition for Contemporary Society
This course prepares students to understand the basics of nutrition, as well as how nutrition is impacted by societal factors like misinformation, dietary fads, eating habits, and the emotional connection that humans have to food. The course covers the topics like macronutrients, micronutrients, vitamins and minerals, basic nutrition assessment tools, and how certain diseases can affect digestion and nutrition. It covers the following competencies:

• The graduate integrates national nutrition guidelines into the design of healthy diet plans.
• The graduate analyzes the physiology of gastrointestinal tract.
• The graduate differentiates among the functions, sources, and definitions of simple and complex carbohydrates and their role in disease states.
• The graduate analyzes the sources, digestion, and specific roles of fats in the human diet and their role in disease states.
• The graduate analyzes the sources, digestions, and role of proteins in the human diet, including the physical properties and sources of proteins.
• The graduate analyzes the role of vitamins in the diet and their relationship to overall physiological functioning and bodily systems, including sources, application, over dosage, and regulation of vitamins in the human diet.
• The graduate analyzes the role of minerals in the diet and their relationship to overall physiological functioning and bodily systems, including sources, application, over dosage, and regulation of minerals in the human diet.
• The graduate analyzes fluid balance in the human body and its relationship to overall physiological functioning and bodily systems, including sources, application, imbalance, and regulation of fluid in the human diet.
• The graduate analyzes the role of genetic control and influence in body weight and methods of treatment for body weight imbalances.
• The graduate analyzes the balance of nutrition and physical activity in the human body and its relationship to overall physiological functioning and bodily systems.
• The graduate analyzes the role of nutrition in an average human life-cycle from conception and pregnancy to older adulthood.
• The graduate analyzes the role of food safety in nutrition and the factors contributing to world hunger.

Community Health and Population-Focused Nursing Field Experience
This course will assist students to become familiar with clinical aspects of health promotion and disease prevention, applicable to the community health nursing environment. Students will practice skills based on clinical priorities, methodology, and resources that positively influence the health of populations. Students will demonstrate critical thinking skills by applying principals of community health nursing in a variety of settings. Students will design, implement and evaluate a project in community health. Students will develop health promotion and disease prevention strategies for population groups. This course covers the following competencies:

• The graduate applies principles of epidemiology to the assessment of the healthcare needs of communities.
• The graduate plans and coordinates community care in collaboration with community partners.
• The graduate develops culturally sensitive and relevant strategies to advocate for populations, based on knowledge of community health systems.
• The graduate proposes health promotion initiatives and services to promote disease and injury prevention.
• The graduate assesses the impact of the environment on the health of the community.

Advanced Professional Roles and Values
This course bridges the undergraduate nurse to higher level knowledge and accountability by examining roles of advanced professional practice. Current issues, professional and personal values, and ethical issues are examined along with scholarship and advanced practice roles. This course covers the following competencies:

• The graduate evaluates professional roles for advanced nursing practice.
• The graduate evaluates leading theories and models as they apply to contemporary nursing practice.
• The graduate integrates advanced professional standards of practice and codes of ethics to concepts of situational ethics.
• The graduate analyzes the advanced responsibilities and accountability of nurses from professional and regulatory perspectives.
• The graduate integrates strategies of self-awareness and self-care into professional practice to ensure personal health and well-being.
• The graduate integrates knowledge, skills, and attitudes of the nursing profession into personal and professional interactions and decision making.
• The graduate analyzes the roles of the nurse as a scientist, a detective, and a manager of the healing environment.
• The graduate analyzes the impact of new and diverse advanced nursing and care provider roles on interprofessional practice.
• The graduate evaluates how the vision, values, mission, and philosophy of an organization align with an individual’s professional values and beliefs.

Nursing Science
Organizational Systems and Quality Leadership
Nurses serve as clinicians, managers, and mentors to shape the future of healthcare and impact patient care outcomes in positive ways. This course will help students to be more confident and better prepared to assume leadership roles regardless of their position in the healthcare delivery system. This advanced leadership course focuses on the concepts of Patient Safety, Improvement science, balancing cost, quality and access through the triple aim, leadership and patient/family centered care. Students will develop mastery of advanced competencies particularly in patient safety in quality improvement science. This course covers the following competencies:

• The graduate applies principles of leadership to promote high-quality healthcare in a variety of settings through the application of sound leadership principles.
• The graduate applies theoretical principles necessary for effective participation in an interdisciplinary team.
• The graduate applies quality improvement processes intended to achieve optimal healthcare outcomes, contributing to and supporting a culture of safety.
• The graduate analyzes financial implications related to healthcare delivery, reimbursement, access, and national initiatives.

Advanced Information Management and the Application of Technology
In this course you will examine the complementary roles of the master’s level-prepared nursing information technology professionals, including informaticists and quality officers. You will analyze current and emerging technologies, data management, ethical, legal and regulatory, best-practice evidence, and bio-health informatics using decision-making support systems at the point of care.

• The graduate evaluates information management systems that support timely, high-quality, patient-centered care.
• The graduate integrates knowledge of nursing initiatives, professional organizations, and leadership into strategies for enhancing nursing informatics.
• The graduate evaluates features and functions of health information systems necessary to meet the needs of healthcare delivery.
• The graduate evaluates patient data and electronic health records to inform practice.
• The graduate evaluates the privacy and security of data within healthcare organizations.
• The graduate analyzes the effectiveness and appropriateness of technology designed to ensure quality patient outcomes.
• The graduate evaluates the implications of current and emerging technologies for practice, research, education, and administration.

MSN Professional Nursing Core
Professional Presence and Influence
Professional Presence and Influence is a core course in the MSN program. This course is designed to help students see themselves as influential leaders in transforming health care. Professional practice includes therapeutic use of self, along with applications from the art and science of nursing. The presence of the nurse manifests the organizational mission and opens up possibilities for a richer patient experience as well as a more rewarding professional career. It covers the following competencies:

• The graduate utilizes personality tools to identify his/her own personality type and incorporate self-awareness practices to increase mindful presence into his/her own life, practice of health care, and interactions with patients and colleagues.
• The graduate uses principles of self-knowledge, active listening, authentic leadership, and mentoring in transforming and creating a healing environment.

Translational Research for Practice and Populations
This graduate-level course builds on baccalaureate-level statistical knowledge to help students develop skills in analyzing, interpreting, and translating research into nursing practice using principles of patient-centered care and applications to individuals and populations. This course covers the following competencies:
• The graduate evaluates comprehensive literature reviews for historical context, completeness, applicability, reliability, organization and quality of information sources.

• The graduate defines features and use of basic statistical concepts needed to interpret research findings and guide evidence based practice.

• The graduate analyzes and interprets quantitative research reports.

• The graduate analyzes and interprets qualitative research reports.

• The graduate analyzes and interprets comparative effectiveness findings and their impact on standards of practice.

• The graduate evaluates research for ethical and legal protection of human subjects in health care research.

• The graduate interprets evidence and evaluates its applicability in practice.

Pathopharmacological Foundations for Advanced Nursing Practice
This course uses an integrated approach to learning by examining five common and important disease processes that represent significant challenges in American healthcare. These disease processes were chosen because of their prevalence and impact on the healthcare system and health of the nation. The course includes pathophysiologies, the associated pharmacological treatments, as well as social and environmental impacts. It covers the following competencies:

• The graduate evaluates high volume-high impact disease processes including associated pharmacological interventions and implications for advanced practice.

• The graduate analyzes pharmaceutical impacts, including physiological, psychological, financial, and lifestyle factors on the selected disease processes.

• The graduate evaluates salient pharmacological issues in managing patient care transitions.

• The graduate distinguishes between general information and relevant assessment findings to manage and minimize pathologies and risk factors to promote optimal patient outcomes.

• The graduate integrates relevant patient and population data to develop pathopharmacological management strategies for populations.

Contemporary Pharmacotherapeutics
This course provides the opportunity for students to acquire advanced knowledge and skills in the therapeutic use of pharmacologic agents, herbals, and supplements. Students will explore the pharmacologic treatment of major health problems and examine the principles of pharmacogenomics. The effects of culture, ethnicity, age, pregnancy, gender, healthcare setting, and funding of pharmacologic therapy will be emphasized. Legal aspects of prescribing will be fully addressed. This course covers the following competencies:

• The graduate applies comprehensive principles of pharmacotherapeutics to nursing care with individuals, families and communities.
• The graduate makes recommendations to address issues affecting adherence, safety, and compliance with prescribed, over the counter (OTC), and complementary drug regimens among patients and families.

• The graduate incorporates scientific and ethical principles to make decisions regarding drug distribution and availability.

• The graduate identifies social ramifications to health based on patterns of prescription and non-prescription medication use from an individual, community and global perspective.

• The graduate identifies the role of regulatory agencies and their impact in drug therapy from development to delivery.

**Comprehensive Health Assessment for Patients and Populations**

In this course students will learn about the principles of health assessment from the individual to the global level. Students will learn to perform a comprehensive functional health assessment that includes social structures, family history, and environmental situations, from the individual patient to the population. It covers the following competencies:

• The student develops a comprehensive assessment approach for the assessment of individuals and populations.

• The graduate develops strategies for assessment of health maintenance and risk reduction activities of individuals and populations.

• The graduate develops outcome goals for individuals and selected populations based on assessment findings.

• The graduate identifies integrative strategies for promoting physical and functional health, and preventing disease for individuals and selected populations.

**Essentials of Advanced Nursing Practice Field Experience**

The Essentials of Advanced Nursing Practice Field Experience course gives students two opportunities to practice the skills of the advanced practice nurse. In this course students will integrate and apply learning in a clinical experience working with a nurse leader in a care environment. The course emphasizes the application of competencies to:

• lead change to improve quality care outcomes

• advance a culture of excellence through lifelong learning

• build and lead collaborative interprofessional care teams

• navigate and integrate care services across the healthcare system

• design innovative nursing practices

• translate evidence into practice

This course covers the following competencies:

• The graduate applies the master’s level nursing and inter-professional standards to an organizational change or innovation to improve quality care outcomes.
• The graduate evaluates an organizational change or innovation as measured against the masters level nursing and inter-professional standards.

Organizational Leadership and Interprofessional Team Development
This graduate-level course builds on baccalaureate-level leadership knowledge to develop application skills in complex healthcare environments with diverse teams. Students will develop knowledge and competencies in the following areas: leadership theory, systems and complexity theory, advanced communication and building consensus. This course covers the following competencies:

• The graduate evaluates leadership practices that support accountability and integrity within an organization.

• The graduate relates systems theory and change theory to the design, delivery, and evaluation of health care.

• The graduate analyzes effective leadership strategies within the context of the interprofessional team.

• The graduate identifies the impact of business and economic principles and practices, and regulatory requirements on the provision of healthcare.

• The graduate analyzes the impact of contemporary healthcare trends and practices on the delivery of healthcare.

Policy, Politics, and Global Health Trends
This course explores social, political, and economic factors influence policies that impact health outcomes in acute care settings in communities, nationally and globally. Nurse leaders need to understand the determinants of health as well as how legal and regulatory processes, healthcare finances, research, the role of professional organizations, and special interest groups/lobbyists impact health outcomes. This course covers the following competencies:

• The graduate analyzes the organization of healthcare delivery and financing systems in the U.S. and other nations.

• The graduate analyzes the historical, economic, and political, factors that affect health care policy development and the impact of those policies on healthcare cost, quality and access.

• The graduate analyzes the effect of major legal and regulatory policies on nursing practice, health care delivery, and health outcomes for individual, families, and communities.

• The graduate analyzes the values that drive policies.

• The graduate analyzes strategies that healthcare advocates use to affect policies with the goal of improving the public health and the profession of nursing

Nursing Leadership
Organizational Performance Management
In this course students develop more sophisticated business and financial management skills with an emphasis on using these skills to improve health outcomes. In this course nurse
students examine and apply financial principles and tools. They will also use time, financial budgeting and management practices to analyze the impact of current policies and regulations on current healthcare environment. This course covers the following competencies:

- The graduate evaluates the responsibility and accountability of nursing management in the operations of complex healthcare organizations.
- The graduate uses data and analytics to advance the operational performance of a healthcare organization.
- The graduate demonstrates expertise in nurse leader roles to improve operational performance needed to improve quality and safety in healthcare organizations.
- The graduate demonstrates the ability to effectively manage human resources to promote a professional environment conducive to skilled and safe patient care.

**Healthcare Business and Financial Management**

*In this course students develop more sophisticated business and financial management skills with an emphasis on using these skills to improve health outcomes. In this course nurse students examine and apply financial principles and tools. They will also use time, financial budgeting and management practices to analyze the impact of current policies and regulations on current healthcare environment. This course covers the following competencies:*

- The graduate applies the concepts of U.S. healthcare economics in administration of healthcare organizations.
- The graduate applies the implementation of financial principles in the healthcare environment.
- The graduate applies business management principles in the healthcare environment.
- The graduate applies legal and ethical principles to business management of healthcare organizations.

**Strategic Leadership and Future Delivery Models**

*Building on the prior courses in administration and leadership, this course emphasizes strategic leadership in healthcare, focusing on the trends and directions in the industry and the future of healthcare delivery. Students will explore strategic planning processes, healthcare trends and the evolution of healthcare systems. Students explore methods and concepts in strategic leadership and the impact of technology in healthcare. This course covers the following competencies:*

- The graduate evaluates the components of strategic planning and integrates strategic planning within varied healthcare settings.
- The graduate evaluates the use of systems theory, organizational development theory, change management, and leadership concepts in the strategic planning process within evolving healthcare settings.
- The graduate evaluates healthcare trends and adapts strategic planning process to meet the changing healthcare environment.
- The graduate evaluates the use of technology within the healthcare setting as it relates to the organization’s strategic plan.*
Nursing Leadership and Management Field Experience
While the previous courses focused on helping students build a deep understanding of theories of nursing leadership and management, this course requires the students to apply the competencies learned in a field experience with a preceptor. This course covers the following competencies:

- The graduate utilizes effective communication and relationship-building practices at all levels of interaction in the healthcare environment.
- The graduate utilizes public and organizational policies, nursing standards, emerging trends, and quality improvement to evaluate and improve the healthcare environment.
- The graduate assesses their personal values, beliefs, and expectations for alignment with an organization’s culture, mission, and strategic plan.
- The graduate creates a career plan for personal professional development and life-long learning.
- The graduate creates plans to implement appropriate business practices within a healthcare organization.

Nursing Leadership and Management Capstone
The capstone is a scholarly project that addresses an issue, need, gap or opportunity resulting from an identified in nursing leadership or healthcare need. The capstone project provides the opportunity for the graduate nursing student to demonstrate competency through design, application and evaluation of advanced nursing knowledge and higher level leadership skills for ultimately improving health outcomes.

Need More Information? WGU Student Services
WGU has a Student Services team dedicated exclusively to helping students achieve their academic goals. The Student Services Office is available during extended hours to assist students with general questions and administrative or accessibility issues. The Student Services team members help students resolve issues, listen to student issues and concerns, and make recommendations for improving policy and practice based on student feedback. The Student Services team provides a formal means by which students can express their views, and those views in turn inform the decisions we make.

Student Services team members also assist students with unresolved concerns to find equitable resolutions. To contact the Student Services team, please feel free to call (866) 903-0110 or email studentservices@wgu.edu. We are available Monday through Friday, 6 AM to 12 AM and Saturday and Sunday, 10 AM to 7 PM, MT.

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available Monday through Friday, 6 AM to 12 AM and Saturday and Sunday, 10 AM to 7 PM, MT. To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948) and select option 2 or email servicedesk@wgu.edu.

For the most current information regarding WGU support services, please visit the “Help” tab on the Student Portal at http://my.wgu.edu.