

RN-BSN TO MSN

Program Description

La Salle's R.N.-BSN to MSN Program is designed for the registered nurse who is committed to pursuing a Master of Science degree in Nursing. The program accelerates the student through the R.N.-BSN Program by permitting enrollment in selected graduate-level courses while completing the BSN. Specific MSN-level courses are substituted for nine credits of undergraduate work (NUR 607 Advanced Nursing Roles in Healthcare, NUR 608 Advanced Nursing Practice for Population-Based Care, and any NUR 500-level and above course). The R.N.-BSN to M.S.N. Program is for graduates of diploma and associate degree nursing programs who have made the decision to pursue master's level education to meet career goals.

Mission

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Consistent with Lasallian values, the Mission of the Nursing Program is to provide scientifically based nursing curricula to educate clinically competent, caring, nursing professionals with a commitment to excellence in practice, service, life-long learning, and scholarship.

Vision

The Nursing Program educates professionals prepared as leaders in practice, service, scholarship, and education, contributing to the advancement of the health and well-being of communities. Explore, Experience, Excel

Philosophy for Nursing Programs

Nursing is an art, science, and practice profession that provides nursing services to diverse individuals and groups. Nurses value collaborative relationships with professionals who deliver health care services and with people who are the recipients of such services. Nursing services aim at facilitating the health of people in many settings, thus fulfilling a contract between society and the profession. Nurses' primary interests are human responses to health, illness, and healing. Nurses carry out many roles when providing safe and quality nursing interventions based on evidence.

The nursing community at La Salle respects the humanity of the people they serve and recognizes the potential for healing within the person, integrating mind, body, and spirit. Students bring their experience to the learning environment while actively engaging in a transformative process of continuing development as ethical, caring practitioners. The teaching-learning environment fosters scholarship, collegiality, respect, and collaboration among learners and teachers, resulting in informed service to others and the profession.

Program Goals

To prepare students to provide nursing services in health care agencies and communities with an emphasis on vulnerable populations.

- Prepare students to provide professional nursing services in health care agencies and communities with an emphasis on vulnerable populations,
- Facilitate students' professional development in the knowledge, skills, and values to advocate for a healthy society,
- Foster student and faculty engagement in interprofessional and collaborative health care services, programs, and research,

- Educate students to strengthen the nursing profession and to contribute to the health of society through service and practice
- Develop a community of life-long learners among students, faculty, alumni, and community partners.

Program Specific Information

This program serves as a bridge between the RN-BSN and the MSN degrees. Keeping with the Lasallian mission students learn to function as a leader and change agent in nursing and health care delivery systems with an emphasis on ensuring quality care for vulnerable and underserved populations.

Degree or Certificate Earned

no degree - courses towards MSN

Required for Program Completion

- Courses
 - up to 3
- Credits
 - 9
- GPA
 - 3.0

Student Learning Outcomes

At the completion of the program the student will be able to do the following:

- Integrate advanced theoretical, research-based, scientific, and clinical knowledge into clinical practice to provide nursing care to diverse clients. (Essential 1)
- Practice independently and collaboratively with an inter-professional team while delivering direct and indirect care services in various types of health care systems. (Essential 2, 7, 9, 10)
- Use research findings from nursing and other disciplines as a basis for clinical decision-making to improve practice and to formulate health policy. (Essential 4, 6)
- Use ethical decision-making to promote the well-being of individuals, families, health care professionals in local, national, and international communities. (Essential 6)
- Utilize evidence-based practice recommendations and professional standards of care to promote health, prevent disease and improve the health status of individuals, families, groups, communities, and populations. (Essential 4, 8)
- Demonstrate communication skills, including health information management to enhance the quality of care provided at individual and aggregate levels. (Essential 5)
- Demonstrate safe, effective assessment, planning, implementation, and evaluation skills in caring for individuals and groups while working in inter-professional collaborative relationships. (Essential 3, 4, 7, 9)
- Provide culturally competent care to all persons regardless of race, sex, sexual orientation, age, socioeconomic status, culture, health care beliefs, and religion. (Essential 7, 8)
- Function as a leader and change agent in nursing and in health care delivery systems particularly to insure quality care for vulnerable and underserved populations. (Essential 7, 8)

- Demonstrate responsibility and accountability for on-going professional development (Essential 9).

Academic Requirements

Enrollment in RN to BSN Program plus the following course sequence.

Course Sequence

Code	Title	Credits
NUR 607	Advanced Nursing Roles in Healthcare	3
NUR 608	Advanced Nursing Practice for Population-Based Care	3
Any NUR 500-level and above course		3
Total Credits		9

Course Descriptions

Nursing

NUR 512 Informatics

This course provides an overview of informatics and other technologies used to enhance and improve patient care. The application of communication technology to integrate and coordinate care is examined. Data management and electronic health records are explored. Access to current literature through search processes using technology is linked to evidence-based health education and other patient care interventions.

NUR 565 Safety Strategies for Health Care Delivery Systems

This course explores medication errors and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and other health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles of consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians are emphasized.

NUR 607 Advanced Nursing Roles in Healthcare

This course examines the evolution of advanced education nursing in the context of changing health-care delivery systems. Students explore health-care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, socio-cultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health-care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary networking and coalition-building skills in leadership roles extending beyond the traditional health-care environment.

NUR 608 Advanced Nursing Practice for Population-Based Care

In this course, students develop cultural competence regarding the role of the advanced practice nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint.

NUR 609 Health Care Economics

This course introduces students to key concepts, models, and empirical findings in the field of health economics. Students examine the markets for health insurance, health care services, and prescription drugs, along with the labor markets for health care professionals. Students also consider the efficiency and equity aspects of the U.S. health care system and health care systems in other countries.

NUR 615 Family System Concepts for Primary Care

This course explores theoretical perspectives on individuals' health within the family system, emphasizing vulnerable and underserved populations. Societal-level patterns of aging are investigated, including issues affecting family systems at the national and global levels. Family assessment, human development, and life transitions theory are introduced to prepare students to provide anticipatory guidance and advance care planning. Family responses to and coping mechanisms associated with acute, chronic, and terminal illness are scrutinized. Principles of cultural competence and leadership/change agency are explored.

NUR 616 Advanced Health Assessment

This course addresses the health assessment of individuals across their lifespan using a framework of physiologic, psychological, socio-cultural, and physical examination data. Students explore history-taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine patients' potential and actual health problems. The course enables students to develop skills necessary to evaluate the comprehensive health status of individuals through assessment of normal and abnormal physical findings. Students combine principles of nursing and other related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, and decision-making skills. Prerequisite(s): Core, NUR 617, NUR 618

NUR 617 Advanced Pharmacology

This course expands the study of the actions and effects of drugs in the human system across an individual's lifespan. Students synthesize legal and professional nursing responsibilities related to pharmacotherapy for health promotion, pathological syndromes, and clinical disorders in advanced practice nursing roles. Students appraise principles of drug therapy, mechanisms of action, and selection of appropriate pharmacological agents in clinical prescribing. Prerequisite(s): NUR 618 Corequisite(s): NUR 618

NUR 618 Advanced Pathophysiology

This course integrates physiological principles, clinical manifestations, and advanced nursing practice implications with the clinical decision-making process. Common pathological syndromes and disorders are explored across an individual's lifespan. Students interpret physiologic, pathophysiologic, psychological, and sociocultural data utilizing information to formulate culturally appropriate advanced nursing practice. Students focus on differentiating normal, variations of normal and abnormal changes of syndromes, and constellations of symptoms with a selection of pertinent diagnostic testing.

NUR 619 Nursing Issues in Genomic and Genomics

This course, grounded in the rapidly advancing science of genetics/genomics field, emphasizes a practice-based approach. Professional practice competencies are applied to a disease/condition, including risk assessment, genetic education, counseling, testing, results interpretation, and clinical management. Legal, ethical, and social issues are examined. The course incorporates "need to know" approaches that foster integration of genetics/genomics into nursing practice.

NUR 622 Psychopharmacology

This course provides advanced knowledge of the neurophysiological processes, risks, benefits, and outcomes of the use of psychotropic drugs in mental health practice. Scientific foundations and best practices for the clinical application of medication in treating mental disorders across the lifespan are discussed. Pharmacotherapy for promoting health and treating clinical disorders in the advanced practice nursing role is discussed in the context of the legal and professional guidelines for prescribing. Students synthesize knowledge of drug therapy and metabolism and the use of genetic assays in the selection of pharmacological agents in clinical prescribing. Prerequisite(s): NUR617: Advanced Pharmacology; NUR 618: Advanced Pathophysiology

NUR 627 Psychiatric Mental Health Nurse Practitioner Role 1 Course

This foundational course introduces students to the roles and responsibilities of the Psychiatric Mental Health Nurse Practitioner (PMHNP) to meet the needs of clients across the lifespan, with focus on vulnerable populations. Legal and ethical guidelines for advanced practice are reviewed. The course also introduces basic competencies in therapeutic communication and conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students will draw upon diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5). Prerequisite(s): Core and Advanced Core Corequisite(s): NUR 657: Clinical Practicum Role I

NUR 628 Psychiatric Mental Health Nurse Practitioner Role 2 Course

This course focuses on treatment models for prevention, intervention, and psychoeducation for selected acute and chronic psychiatric conditions of clients across the lifespan. Students review legal and ethical guidelines for advanced practice, with special attention to vulnerable populations. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 658: Clinical Practicum Role II

NUR 629 Psychiatric Mental Health Nurse Practitioner Role 3 Course

This course focuses on family level interventions, group therapy, and crisis intervention. Approaches also incorporate evidence-based complementary and alternative healthcare interventions. Examination of the consultation liaison role, the benefits and challenges to interprofessional practice, and the collaborative functions of the PMHNP in integrated medical practice are included. Issues related to independent professional practice are also addressed. Prerequisite(s): Core and Advanced Core: Psychiatric Mental Health Nurse Practitioner: Role I and II; Psychiatric Nurse Practitioner: Field Study I and II Corequisite(s): NUR 659: Field Study Role III

NUR 631 Clinical Outcomes Management

This course addresses clinical decision-making, management of patient care, evidence-based practice, and outcomes management. Students participate in the process of developing best practice guidelines for promoting, maintaining, and restoring health. Quality assurance, safety and risk reduction will be examined. Students begin to develop a leadership portfolio. (100 preceptored clinical hours) Prerequisites Core and Advanced Core Courses.

NUR 633 Care Environment Management

This course investigates knowledge of complex health care systems including health care delivery models, financing, organization of health care systems, legislation affecting health care, and the role of professional nursing organizations in the health care environment. Students analyze the role of the CNL in health care systems.

NUR 634 Field Study in Clinical Nurse Leadership

This course provides students the opportunity to participate in a leadership practicum with a mentor from a practice setting. Students complete their leadership portfolio that includes a capstone project demonstrating implementation of the leadership skills they have developed during their course of study. (300 preceptored clinical hours) Prerequisites Core and Advanced Core Courses.

NUR 637 Epidemiology and Population Health

This course introduces methods of analysis, concepts and nursing strategies related to improving individual, aggregate and population health. Epidemiological concepts are examined with emphasis on determinants of health, disease distribution, environmental influences, cultural diversity, health promotion, clinical prevention and disaster preparedness. Epidemiological, biostatistical, environmental data and statistical measures are used to integrate, analyze and evaluate nursing science practice and outcomes within the dimensions of population health.

NUR 657 Field Study: Psychiatric Mental Health Nurse Practitioner Role 1

This course focuses on clinical practice with clients with mental health conditions in accordance with the role expectations and scope of practice of the advanced practice psychiatric nurse. Students apply principles of legal and ethical guidelines for advanced practice by conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students utilize appropriate assessment tools and protocols to develop primary and differential diagnoses according to the diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5). (256 preceptored clinical hours) Prerequisites Core and Advanced Core Courses.

NUR 658 Field Study: Psychiatric Mental Health Nurse Practitioner Role 2

Students provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. The course focuses on development of skills in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 628: Clinical Practicum Role II 256 preceptored clinical hours) Prerequisites Core and Advanced Core Courses.

NUR 659 Field Study: Psychiatric Mental Health Nurse Practitioner Role 3

Students will provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students will practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students demonstrate competence in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role and II; Psychiatric Mental Health Nurse Practitioner Field Study I and II Corequisite(s): NUR 629: Psychiatric Mental Health Nurse Practitioner: Role III (180 preceptored clinical hours) Prerequisites Core and Advanced Core Courses.

NUR 660 Adult-Gerontology Primary Care I

This course focuses on the primary care health concerns of diverse young adults, adults, and older adults and facilitates student development in the nurse practitioner role. Using national health-care guidelines and professional standards, students assess health behaviors, plan and implement culturally appropriate and evidence-based practice strategies for health promotion and disease prevention, and evaluate health outcomes. Health maintenance and health restoration are explored in light of contemporary health-care environments, especially for underserved and vulnerable populations. Patient education and counseling techniques relevant to advanced nursing practice are emphasized. Prerequisite(s): Core, NUR 616, NUR 617, NUR 618 Corequisite(s): NUR 665

NUR 661 Adult-Gerontology Primary Care II

This course focuses on theories, principles, and processes necessary to diagnose and manage primary care health problems of young adults, adults, and older adults. Evidence-based practice standards and professional ethics are emphasized as students acquire knowledge necessary to evaluate and manage diverse patient populations with complex primary care health needs ranging from acuity to chronicity, including palliative and end-of-life care. Students explore health risks and behaviors, health promotion strategies, disease prevention, and health restoration in the context of contemporary health-care environments. Legal, ethical, financial, and cultural concepts related to advanced-practice nursing and professional credentialing are integrated. Patient education and counseling techniques relevant to the advanced-practice nursing role are addressed. Prerequisite(s): NUR 660 Corequisite(s): NUR 666 or NUR 667

NUR 663 Primary Care of Women

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for both the pregnant and non-pregnant woman. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of adult women will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the female patient in the ambulatory care setting. Prerequisite(s): NUR 616, 617, 618, 660, 665 Corequisite(s): NUR 668

NUR 664 Primary Care of Children

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for the child from birth to adolescence. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of children will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the pediatric patient in the ambulatory care setting.

NUR 665 Field Study: Adult-Gerontology Primary Care I

This seminar course focuses on the knowledge and skills necessary to provide safe and effective primary care to young adults, adults, and older adults. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the professional role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary care settings. Course assignments focus on the process of clinical reasoning for accurate diagnosis and management of illness. (256 preceptored clinical hours) Corequisite(s): NUR 660

NUR 666 Field Study in Primary Care of Adults II

This course allows students to further develop and refine necessary skills for the adult-gerontology nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (256 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 667 Field Study: Adult Gerontology Primary Care II for the FNP Student

This course allows students to further develop and refine necessary skills for the family nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced-practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (128 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 668 Field Study in Primary Care of Women

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pregnant and non pregnant woman through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pregnant and non pregnant women. (128 preceptored clinical hours) Prerequisites Core, Advanced Core Courses. and Role courses

NUR 669 FNP Field Study II

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pediatric client through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pediatric client. (180 preceptored clinical hours) Prerequisites Core, Advanced Core Courses. and Role Courses

NUR 670 Independent Study

NUR 672 Special Topics

NUR 673 Special Topics

NUR 675 Independent Study

NUR 695 Public Policy Initiatives: Local to Global

This course examines social policy, power, and political behaviors directed at changing health care and community systems to benefit populations. The contributions of researchers, policy-makers, analysts, health care providers, and federal, state, and local governments to local, regional, national and global policies are explored. Social, human development and environmental problems are examined in relation to local and broader public policies.

NUR 702 Theoretical Foundations of Doctoral Nursing Practice

This course introduces methods of inquiry and analysis as a guide to examining the development of a topic of interest. Concept analysis, theory-guided research, role development, information and clinical practice technologies and historical context are topics to be explored. Nursing interventions and nursing research are systematically critiqued to inform advanced nursing practice. Students initiate a portfolio using self-evaluation with exemplars to demonstrate progress toward meeting doctoral level competencies.

NUR 703 Professional Ethics

This course is designed to provide a foundation in ethics as it applies to the health professions. Moral development theories, ethical approaches, principles, and professional codes of ethics are critically examined with a focus on their application to practice and ethical decision-making processes used in health care. The course will draw on students' clinical experiences and use a case study approach to promote moral reflection and personal values clarification. The demand for moral agency and ethical leadership, given a profession's responsibilities to society, is studied. The course highlights the ethical competence needed by health care professionals, individually and collectively, to respond to contemporary and emerging ethical challenges in our pluralistic society.

NUR 704 Statistics and Biostatistics

This course provides an overview of commonly used statistical methods employed in evidence-based nursing practice and interprofessional health care practices. The use of data is emphasized as it is influential in making decisions to treat, in developing policies within acute and chronic health care delivery organizations and systems, and in evaluating health care quality, processes, and outcomes. Students critique data analyses presented in selected published research studies across health disciplines. Experience is attained in data entry and data analysis using IBM®-SPSS Statistics.

NUR 705 Patient Safety and Health Care Outcomes

(60 clinical hours; 30 hours didactic) Students analyze patient safety strategies and programs associated with improved patient care outcomes in various community and health care agency settings. Students explore health care errors and the impact of errors on patient, family, and health care delivery systems. Techniques of process improvement are applied to outcomes management.

NUR 709 Nursing Research for Evidence Based Practice

Students examine nursing research as applied to the profession's clinical nursing problems by examining the major parts, processes, and principles of quality investigations. They critique studies on a clinical problem and compare research designs, purposes, and methods. The fit of data analysis approaches with research questions and methods is also evaluated. Restriction(s): For MSN and CRNA students only

NUR 711 Principles of Anesthesia Practice

This course prepares the student for entry into clinical practice by presenting fundamental concepts of the scientific foundation and standards of nurse anesthesia practice. Various techniques of administration of anesthesia are introduced and discussed. The provision of individualized, culturally competent, safe and effective anesthesia care to patients throughout the life span is emphasized. The knowledge and technical skills required for success in the clinical phase of the curriculum are presented in the classroom setting and in the simulation laboratory. Professionalism, collegiality, patient advocacy, and dedication to life-long learning are fostered. Detailed discussions of stress management and promotion of student wellness are included.

NUR 712 Physics, Chemistry and Equipment in Anesthesia

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment. Prerequisite(s): NUR 616, NUR 617, NUR 618

NUR 713 Pharmacology of Anesthetic Agents

This course expands upon the knowledge gained in prior pharmacology courses. The pharmacokinetics and pharmacodynamics of anesthetic agents will be addressed comprehensively. Potential adverse effects, drug interactions and appropriate interventions will be discussed. Individual patient variations, age, gender, morbidity and other variables that impact drug selection and dosing will be explored. Students will develop strategies for the safe administration of intravenous, inhalation and injected anesthetic agents to a diverse patient population. Prerequisite(s): NUR 617, NUR 711, NUR 712

NUR 714 Advanced Physiology and Pathophysiology for Anesthesia Practice

This course expands upon knowledge gained in prior physiology and pathophysiology courses. Normal physiology as it relates to the practice of anesthesia is extensively discussed. The anesthetic implications of various comorbidities are explored in depth. Common pathological conditions are discussed in a systematic approach, focusing on indicated anesthetic considerations. Management of potential adverse reactions to anesthetics and surgery related to comorbidities will be analyzed. Students will develop strategies to optimize patients' conditions and to synthesize patient centered anesthesia management plans, supported by evidence.

NUR 715 Nurse Anesthesia Clinical Practicum I

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment.

NUR 716 Advanced Principles of Anesthesia Practice

This course applies the scientific underpinnings of prior courses to the anesthetic management of patients undergoing neurosurgical, cardiovascular, and thoracic procedures. Common and uncommon procedures are discussed, and students develop evidence supported, patient centered anesthesia management plans for patients.

NUR 717 Regional Anesthetic Management

This course includes a detailed study of the anatomy, physiology and pharmacology relevant to regional anesthesia. The role of regional anesthesia in the management of acute and chronic pain is explored. Techniques of administration and standards of safe anesthetic practice are emphasized. Hands-on workshops, low, medium and high fidelity simulation labs and case discussions will complement traditional teaching methods.

NUR 718 Obstetric and Pediatric Anesthesia

This course applies previously gained scientific knowledge to a comprehensive study of the anesthetic management of obstetrical and pediatric patients. The anatomic, physiologic, pathological and psychosocial characteristics of obstetrics and pediatric patients are applied to anesthetic management. Research evidence and best practice recommendations are utilized to plan safe and effective anesthetic care for pregnant women, and pediatric patients from premature neonates to adolescents, undergoing elective and/or emergent surgery. Prerequisite(s): NUR 711, NUR 712, NUR 713, NUR 714

NUR 719 Nurse Anesthesia Clinical Practicum II

This second clinical practicum course challenges students to perform at an advanced beginner level to integrate evidence based and patient specific anesthetic management plans for a diverse patient population across the lifespan, implementing anesthetic care, analyzing patient response, evaluating outcomes and revising management plans as indicated. Technical, cognitive and organizational skills, and the ability to translate knowledge into practice, are advanced by increased expectations for collaborative decision-making. Simulation training will continue to be used to enhance and verify the learning experience. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, summative evaluations by CRNA faculty, and self-reflective evaluation by the student will direct and document the development of 'advanced beginner' skills in this course.

NUR 720 Role of the WOC Nurse

This course introduces the student to the role of the Wound, Ostomy and Continence Nurse (WOC). The historical evolution of the WOC Nurse is reviewed. Students compare role responsibilities of the WOC nurse, including clinician/consultant, patient/staff education, and leadership/management. The process of research utilization and the contributions of evidence-based practice to the implementation of the WOC Nurse role responsibilities are examined. The collaborative interprofessional functions of the WOC nurse are explored. Professional issues, such as legal and ethical considerations, accountability, professional standards, budgetary management, data management, reimbursement issue, and national health policy are addressed.

NUR 721 Wound and Skin Care Specialty

Student examine principles of skin and wound care for clients across the lifespan. The pathophysiology of acute and chronic wound and skin disorders is presented to expand student understanding of normal anatomy and physiology of the integumentary system and wound healing. Assessment and diagnostic methods and treatment and preventive plans are developed for clients at risk for wound development or threats to wound healing. Students combine principles of wound care to identify actual or potential wound and skin problems, safe, evidence-based interventions, and characteristics of competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with skin and wound needs. Prerequisite(s): NUR 720

NUR 722 Wound and Skin Care Specialty Practicum

This course builds upon the scientific underpinnings of NUR 720 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing head and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and off-site anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 720, NUR 721

NUR 723 Ostomy Care Specialty Course

Principles for the care of patients with ostomy (fecal and urinary diversion), fistulas and percutaneous tubes are applied to the nursing care for clients across the lifespan in a variety of settings. Students use evidence-based strategies pertinent to ostomy care to identify actual or potential wound and skin problems, provide safe, competent care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with ostomy needs. Students integrate research and evidence-based practice guidelines in developing plans of care and educational plans for patients with fecal, urinary diversions, fistulas and percutaneous tubes. Clinical reasoning process foster accurate diagnosis and management of fecal and urinary diversions, fistulas and percutaneous tubes. Prerequisite(s): NUR 720, NUR 721

NUR 724 Ostomy Care Practicum

Students investigate principles of fecal and urinary diversion care for clients across the lifespan. The pathophysiology of acute and chronic GI/GU disorders are examined in the context of normal anatomy and physiology of the GI/GU. Assessment, diagnosis, treatment and preventive plans are developed based on student integration of principles of fecal and urinary diversion. Actual and potential problems, safe strategies, are evidence-based intervention explored in relation to competent patient care. Students develop increased theoretical knowledge as applied to differential diagnosis, clinical judgment, decision-making skills in caring for clients with fecal and urinary diversion needs. Prerequisite(s): NUR 720

NUR 725 Urinary & Fecal Continence

Students investigate the principles supporting urinary and fecal incontinence care for clients across the lifespan. They apply knowledge of normal anatomy and physiology of the genitourinary and gastrointestinal systems, to pathophysiology of acute and chronic genitourinary and gastrointestinal incontinence disorders. assessment and diagnostic methods and treatment, and preventive plans of care are developed. Students apply knowledge of urinary and fecal incontinence to identification of actual or potential client problems in order to provide safe, evidence-based, competent patient care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with urinary and fecal incontinence needs. Prerequisite(s): NUR 720

NUR 726 Urinary/Fecal Continence Pract

Students apply the principles of urinary and fecal incontinence management to care of clients across the lifespan in a variety of settings. they integrate knowledge of gastrointestinal/genitourinary anatomy and physiology and pathophysiology to actual or potential urinary and fecal incontinence problems, and provide safe, evidence-based, competent care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients to meet the needs of urinary and fecal incontinence disorders. Student integrate research and evidence-based practice guidelines in developing plans of care for patients with urinary and fecal incontinence disorders. The process of clinical reasoning is developed for accurate diagnosis and management of urinary and fecal incontinence problems. Prerequisite(s): NUR 720

NUR 730 Advanced Anesthetic Management for Special Procedures

This doctoral level course is the first of three upper level anesthesia courses that build upon the scientific underpinnings of prior anesthetic management courses. This didactic course is designed to facilitate the translation of science, research data, and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients with conditions not described in a previous section or who are undergoing a more specialized surgery. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 714, NUR 715, NUR 716 Corequisite(s): as above

NUR 731 Clinical Practicum III

This third doctoral level clinical practicum course furthers the clinical learning process by introducing rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, or neurosurgery as well as expanding on more complex general cases. Expectations for more independent decision-making and refined cognitive and technical skills increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 719 Corequisite(s): as above

NUR 732 Advanced Anesthetic Management for Special Procedures II

This doctoral level course builds upon the scientific underpinnings of NUR 730 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing eyes, ears, nose, throat, and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and office-based or ambulatory surgery anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 730, NUR 719 Corequisite(s): as above

NUR 733 Clinical Practicum IV

Clinical Practicum IV doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 731

NUR 734 Professional Aspects of Anesthesia Practice

This doctoral level course prepares the nurse anesthesia student for the environmental issues and professional roles they will assume as Certified Registered Nurse Anesthetists (CRNAs). The importance of a commitment to life-long learning including advances in practice and technology, and maintenance of health and well-being are emphasized. Legal issues, business practices, state and federal regulatory requirements, scope of practice, standards of care, state board of nursing advanced practice status, certification and recertification, credentialing, and facility privileging are presented. Students develop a clear understanding of the potential impact of environmental factors related to nurse anesthesia practice, billing practices and healthcare reimbursement, and gain a greater appreciation for the role of the American Association of Nurse Anesthetists (AANA) in preserving practice rights and promoting safe and cost-effective anesthesia care. Students are provided information related to financial planning post-graduation as well as various practice setting options (anesthesia care team, independent contractor, s-corporation, etc.). Prerequisite(s): NUR 732

NUR 735 Clinical Practicum V

Clinical Practicum V doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Prerequisite(s): NUR 733

NUR 736 Crisis Management in Anesthesia

This doctoral level course prepares the nurse anesthesia student to respond to critical events during peri-anesthesia care. Rare occurrence/ high consequence events are presented in high fidelity simulated experiences in anesthesia and operating room settings. Utilization of crew resource management, positive deviance, and TEAMSteps communication techniques will be stressed. The effect of critical situations on the psychological and physical wellbeing of healthcare providers is explored. Students will be prepared to assume a leadership role in promoting quality and safety in nurse anesthesia practice and inter-professional collaboration. Prerequisite(s): NUR 733, NUR 734

NUR 737 Nurse Anesthesia Clinical Practicum VI

This clinical practicum course completes the learning process by continuing to challenge students to perform at autonomous levels as rotations are completed in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular and neurosurgery. Expectations for independent decision-making and refined cognitive and technical skills are maximized. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, and terminal summative evaluations by CRNA faculty, and terminal self-reflective evaluation by the student will document the maintenance of competencies and readiness to successfully enter advanced practice as a nurse anesthetist.

NUR 738 Transition to Advanced Nurse Anesthesia Practice

This culminating doctoral course prepares the student for successful completion of the 'National Certification Examination for Nurse Anesthetists' (NCE), and entry into advanced practice as a nurse anesthetist. Strategies for systematic preparation and healthy management of stress will be reinforced. Logistical details concerning certification, credentials, privileges, collaborative agreements, and practice protocols will be included. Prerequisite(s): NUR 733, NUR 734

NUR 750 Translating Evidence Into Practice

(60 clinical hours; 30 didactic hours) In this course, students build on their knowledge of nursing theory, research design, and approaches to data analysis. They evaluate nursing and other disciplines' research based on a critical evaluation of the literature. Students identify an issue from a declared practice focus for a scholarly project that is outcomes-focused. Meta-synthesis, meta-analysis, systematic and integrative reviews, and synopses are compared as sources of evidence for clinical decision making. Patient-centered care is emphasized from the perspectives of patient preference and best practices. Guidelines from federal, professional, and voluntary health organizations are investigated. Students increase their skills in database searching.

NUR 751 Clinical Leadership and Interprofessional Collaboration

(60 clinical hours; 30 didactic hours) In this course, students analyze the interplay of organizational culture and structures in complex health-care systems from various theoretical perspectives. Management, organization, team-building, and conflict resolution topics are investigated; and leadership theories are compared. Case studies demonstrating effective and ineffective clinical leadership are scrutinized related to their impact on the care-delivery process. Historical and emerging relationships among health-care professionals are examined along with quality improvement strategies aimed at changing organizational cultures and processes.

NUR 880 DNP Project 1

(185 clinical hours; 15 didactic hours) Students implement a project and explore practice issues that influence project success with committee members and other stakeholders. They confer with clinical practice leaders when implementing the outcomes-focused project. The project is shaped by needs assessment data, literature review, and program evaluation strategies. Students implement the project, having critiqued, revised, and disseminated the approved project. The role of the DNP graduate as a clinical leader in health care and community systems is addressed as it relates to the evaluation and implementation of the project.

NUR 881 DNP Project Seminar

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 880. It is designed to provide opportunities for students requiring additional supports necessary for completing the written scholarly project proposal. Students enroll in this seminar course on a continual basis until the conclusion of the written scholarly project proposal and advisor affirmation of proposal completion. Students utilize available university supports including the Sheeky Writing Center and proposal committee members' expertise. Students must be actively enrolled in order to avail themselves of university resources. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. (*optional)

NUR 882 DNP Project 2

(135 clinical hours; 1 hours didactic/meeting hours) Students participate in an individually designed clinical practice immersion experience designed to build knowledge and skill for advanced specialty practice at a high level of complexity. The immersion experience provides the practice context in which the Scholarly Project is completed. Students implement an evidence-based project in a healthcare or community agency. They successfully defend their doctoral project. The required project end-product is the basis of a publishable manuscript.

NUR 883 DNP Project 3

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 881. This seminar offers students the opportunity to complete the clinical scholarly project and develop this project into a finalized form that is consistent with a journal manuscript and ready for defense. NUR 882 will be noted as "Incomplete" until the clinical scholarly project is finished. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. Students will utilize university resources including library and writing center supports. (*optional)

NUR 887 Clinical Practicum

The Nursing Clinical Practicum provides an opportunity for students to gain additional clinical experience related to the required clinical hours in the DNP program of study. Clinical goals are developed in conjunction with faculty advisors and advanced nursing interventions are developed, implemented, and evaluated in accord with the AACN DNP Essentials. Students explore topical areas relative to the development of their DNP Project.

Faculty

Same as RN to BSN and MSN

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