

**NORTHERN ARIZONA UNIVERSITY
COLLEGE OF HEALTH AND HUMAN SERVICES**

**SCHOOL OF NURSING
Global Learning Initiative
Interim Report, July 24, 2012
Prepared by: Karen A. Plager, GLI Team Leader**

Background

Northern Arizona University School of Nursing (NAU-SON) is an academic unit within the College of Health and Human Services. We have over 30 full time faculty located at the Flagstaff Campus and satellite programs in Window Rock, Tucson, and Yuma as well as a number of part time faculty. We have both undergraduate and graduate programs, including traditional pre-license BSN, accelerated BSN, RN to BSN, generalist master's degree, family nurse practitioner (FNP) master's degree and post-master's certificate, and a new post-master's doctor of nursing practice (DNP) program which will have the first cohort of students beginning August 2012. We have over 400 students in these various programs with more than 300 in the undergraduate programs and over 100 in the master's/post-master's certificate programs. About 15 students will be in the first cohort of the DNP program beginning fall 2012.

After getting full faculty agreement/approval to movement forward with integrating the Global Learning Initiative (GLI) into our nursing programs, in fall 2010 the SON submitted a proposal to integrate the GLI themes into our various nursing curricula. The proposal was accepted in December 2010. The SON began work on our proposal in January 2011 with the following team:

Karen A. Plager, DNSc, RN, FNP-BC, Professor, Team Leader
Karine Crow, PhD, RN, Associate Professor, Team Member
Susan Neder, MSN, RN, Assistant Clinical Professor, Team Member
Enid Rossi, EdD, RN, Associate Clinical Professor, Team Member
Donna Sutton, MSN, RN, Assistant Clinical Professor, Team Member

Our GLI proposal focuses only on our baccalaureate and master's degree programs. Our DNP program was approved in October 2011, 10 months after the approval and initiation of our work on the GLI proposal. However, the importance of global health was included in the development of the DNP courses. As noted above, the first cohort of DNP students does not begin until fall 2012.

The SON is accredited by the Commission on Collegiate Nursing Education (CCNE) which is the accrediting body of the American Academy of Colleges of Nursing (AACN). The AACN develops and publishes documents that contain outcome expectations for graduates of baccalaureate, master's, and DNP programs. The *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and the *Essentials of Master's Education in Nursing* (AACN, 2011) have recently been revised. Consequently, the SON was beginning the process of revising our philosophy, organizing framework, and terminal outcomes for our baccalaureate and master's programs when we submitted our proposal for the GLI. This propitious timing helped to integrate GLI activities with the need to update our SON documents

and curricula to be consistent with our accrediting body. Furthermore, the 3 GLI themes of global engagement, diversity education, and environmental sustainability are consistent with and integral to both the baccalaureate and master's essentials documents. The *Essentials* documents build on each other from baccalaureate to master's to DNP education, leveling the *Essentials* outcomes for the degree progression.

Process

Our GLI team has met approximately once or twice a month most months since we began our work (December 16, 2010) to integrate the GLI into SON curricula. We have met regularly as a team and coordinated with work of the full faculty and Undergraduate and Graduate Committees to accomplish our tasks. In addition we have met on several occasions with the NAU GLI Team, including Harvey Charles, Blasé Scarnati, Ron Hubert, Dawn Hawley, and their outside consultants. The NAU GLI team met with our full faculty on 2 occasions during the process. Early on in our work we met with Dental Hygiene to discuss the process that they used to accomplish integration of GLI into their curricula. Members of our team have attended GLI workshops that have been offered across campus.

One of the initial steps we took as a team was to complete an assessment of our existing nursing courses for where we already had learning outcomes, content, teaching methods, and evaluation that reflected the GLI themes. Our nursing curricula have had a fairly strong focus on cultural diversity for a number of years as one of our curricular conceptual strands was "Cultural Competence". This strand (consistent with diversity education) was found in many/most of our nursing courses. We have also had an expressed interest in global health amongst our faculty and students so learning experiences have been available to students for study abroad, although those activities were in addition to the required course activities. These include opportunities to study abroad in Kenya through a collaborative effort with The School for Field Studies, Guatemala, Dominican Republic, and the Netherlands.

Program Terminal and Course Learning Outcomes

As a full faculty we worked to re-write our School of Nursing Organizing Framework, Philosophy, and Undergraduate and Master's Terminal Outcomes. Part of that process involved integrating the GLI themes into these documents, including Supplemental Definitions/Glossary. As a faculty we voted to add an additional conceptual strand, "Global Health", under which were created terminal outcomes for each of the 3 GLI themes, global engagement, diversity education, and environmental sustainability. There are 3 levels to the undergraduate curricula and, therefore, 3 levels for the terminal outcomes, including the Global Health strand. The master's terminal outcomes build on level 3 of the baccalaureate program. These outcomes are also consistent with the AACN *Essentials* documents as referenced above. The SON Organizing Framework, Philosophy, and Undergraduate Terminal Outcomes were approved by SON Full Faculty on January 9, 2012. Master's Terminal Outcomes were approved by SON Full Faculty on April 6, 2012. These documents can be viewed under Exhibit A (pp. 5-19) of this report.

The Undergraduate Committee worked to develop course outcomes for each undergraduate course incorporating all the revised conceptual strands, including Global Health. These were

approved by the SON Full Faculty on April 6, 2012. The documents can be viewed under Exhibit B (pp. 20-44) of this report.

During fall 2012 the Graduate Committee and individual faculty teaching master's level courses need to develop course learning outcomes for the new Global Health Strand. As many courses already contain learning outcomes pertinent to diversity education (under the former Cultural Competence conceptual strand), it remains for faculty to develop/strengthen master's course outcomes related to global engagement and environmental sustainability. This process was begun at a 2-day SON Graduate Program Retreat in late May and will continue in the fall, especially as the SON is also beginning to prepare a self-study for our master's program re-accreditation site visit in fall 2013.

Examples of diversity education learning outcomes already in our existing master's level courses can be viewed under Exhibit C. There are also examples of learning outcomes for global engagement and environmental sustainable in existing master's courses that can be viewed in Exhibit C (pp. 45-47).

Learning Experiences

As noted above, the SON Undergraduate Committee has revised all undergraduate course outcomes to include our new Global Health strand with the 3 GLI themes. It now remains for individual faculty to develop learning experiences for the Global Health outcomes in the courses they teach. During Academic Year (AY) 2012-2013, faculty will be developing these learning activities in cooperation with the Undergraduate Committee. One example of a learning experience already developed by a faculty who taught NUR 205 Transitions into Nursing (global engagement) can be viewed in Exhibit D (pp. 48-49). One challenge that remains for the Undergraduate Committee is to find ways in the various undergraduate programs of study to integrate study abroad opportunities for students as part of the required curriculum rather than in addition to the program requirements.

The Graduate Committee as noted above will be developing Global Health learning outcomes for master's level courses during AY 2012-2013. Individual faculty teaching those courses will develop appropriate learning experiences. Master's students can participate in study abroad experiences as NUR 608 Field Experience or as part of their NUR 689 Professional Project. Examples of learning experiences already used in NUR 660 Family Primary Health Care (diversity education) and NUR 520 Applied Pathophysiology for APNs (environmental sustainability) can be viewed in Exhibit E (pp. 50-51).

Assessment Strategies

In the past year the SON has totally revised undergraduate and graduate program terminal outcomes to meet the revised AACN baccalaureate and master's *Essentials* documents as well as integrating the GLI into our curricula with the new Global Health strand. Consequently, during fall 2012 our Program Evaluation Committee will be developing a plan for evaluation of all new programmatic terminal outcomes. At the course level faculty teaching individual courses will be

responsible for developing formative and summative evaluation strategies within their courses that measure student achievement of the various course learning outcomes.

Summary/Conclusions

The SON GLI Team has worked in collaboration and cooperation with the full Nursing Faculty and with the University GLI consultants to integrate the GLI themes into our various curricula at the undergraduate and master's levels of our programs. This has been a year and a half process to date. The steps that remain as described above must occur at the SON committee level (e.g. Undergraduate, Graduate, and Program Evaluation) and individual course level. Faculty will continue to work to accomplish these steps in AY 2012-2103. The primary work of the GLI Team is complete. An addendum to this report will be written summer 2013 by Karen Plager to demonstrate completion of these final steps.

The SON Faculty is committed to completing this process. Members of the GLI Team sit on the various committees and are committed to work with faculty to see this process through to fruition. The GLI Team members on SON committees are as follows: Sue Neder is a member of the Undergraduate Committee, Enid Rossi is a member of the Graduate Committee, and Donna Sutton is on the Program Evaluation Committee. We regret that one member of our team, Karine Crow, has retired and will not be part of this work next year. Karen Plager will be on sabbatical until May 2013, but will receive progress reports from the remaining team members in order to write the final addendum to this report during summer 2013.

Exhibit A
School of Nursing
Organizing Framework, Philosophy, and Undergraduate and Master's Terminal Outcomes

**Northern Arizona University
School of Nursing
Philosophy and Organizing Framework**

The philosophy of the School of Nursing at Northern Arizona University is based on an ethic of caring that embraces students, faculty and staff, and the university community and the global community within which we live and work. We also believe that caring is a conscious, intentional discipline that is part of nursing's unique body of knowledge and is practiced in interdisciplinary contexts. Caring includes the creation and nurturing of an environment that recognizes that students, staff and faculty have unique ways of viewing the world. This philosophy promotes excellence for nursing education and practice in an environment of constant change and emerging healthcare trends.

The faculty believes the transition to the role of competent professional nurse is a major developmental achievement. We believe that nursing is an art and science that is an integral component of health care. Applying the discipline of nursing to practice depends on a foundation of natural and human sciences, humanities and arts, the application of research, and the diverse backgrounds of learners. Societal influences in the evolving healthcare system challenge all involved in nursing education.

Education is a dynamic, life-long collaborative process by which an individual pursues life goals, broadens human potential, develops thinking and clarifies values. The faculty believes that learning is the intentional acquisition, application, and integration of knowledge, skills and attitudes. Learning is shaped by the environment and developmental level of the learner, and is ultimately the responsibility of the learner. Faculty plan, guide, and facilitate learning while supporting the learning needs of a diverse community of students. We believe that learning-centered experiences with rigorous expectations and actively-engaged students result in higher-level thinkers and graduates prepared for real world practice. We value incorporating rural and global healthcare into a variety of educational experiences. Thus education not only expands the thinking of the learner, but increases opportunities for application.

The faculty has developed a philosophy that values diverse persons, environment, health, and nursing, and their inter-relatedness. The following meta-paradigm concepts guide the implementation of the organizing framework for the curriculum.

PERSON

The faculty defines person as being the individual, family, groups and community. The faculty places a high value on human life and dignity. All life experiences involve dynamic and complex processes of human development and achievement of personal growth through learning. The faculty recognizes the interdependence and interconnectedness of the human experience. People come from diverse backgrounds which influence the ways in which each person perceives

reality, sets personal goals and discovers meaning in life experiences. Individuals have the right to choose from multiple options that are available in daily living experiences but must also accept responsibility for their choices.

ENVIRONMENT

Environment is more than the physical surroundings; it is an open, pan-dimensional system in which we strive for health and well-being. The environment is all that exists. It is the totality of forces, both internal and external, which influence the person. To achieve this, environmental sustainability from the individual and local to global scale is essential.

HEALTH

Health is a dynamic process that is defined by individuals, families, groups and communities; it is influenced by personal, family, cultural and societal norms. Health is not merely the absence of disease, but a process that involves constant dynamic adjustments, adaptations, and transitions in response to environmental influences.

NURSING

Nursing as a discipline is both an art and science. Nursing is recognized as a creative endeavor that integrates multiple ways of knowing to nurture the wholeness and uniqueness of the person.

Nursing is a profession of caring that includes the essential elements of compassion, competence, conscience, commitment, comportment and confidence. Nurses use the components of caring to create a healthy, healing environment. Caring is a mutual human process whereby the nurse responds to persons with authentic presence and with intention to create an environment conducive to health.

ORGANIZING FRAMEWORK

The School of Nursing faculty has developed an organizing framework that serves as a guide and provides direction for faculty to organize its programs of education and to focus research, scholarship, clinical practice and community service. The aim of this framework is to prepare nursing professionals for effective professional and civic engagement. The framework represents a systematic organization of concepts which are the essential components of baccalaureate and graduate education.

CURRICULAR MODEL

Curriculum includes the planned and unplanned learning that occurs in the process of advancing education in the discipline of nursing. Building on prior life, educational and professional experiences, the structure of the nursing curriculum moves the learner along the continuum from novice to more expert levels of nursing practice. Embracing the essential need for lifelong

learning in the discipline, the faculty develops curriculum to provide educational advancement from the baccalaureate through graduate levels of nursing practice.

BACCALAUREATE CONCEPT DEFINITIONS

Clinical Practice and Prevention

The professional nurse is prepared for clinical practice with patients across the lifespan and across the continuum of healthcare environments. Clinical professional practice is rooted in both theoretical and research-based frameworks. Professional clinical practice includes the knowledge, skills and attitudes to plan for, provide, supervise and evaluate care outcomes in changing practice environments. Health promotion and disease prevention at the individual, community, and population levels are necessary components of professional nursing practice.

Communication

The professional nurse demonstrates competencies and confidence in using therapeutic communication that will enable safe and effective patient-centered care. An essential component is the recognition of the unique discipline-specific contributions among health care professionals that are critical to delivering high quality and safe patient care. Fundamental to effective inter-professional and intra-professional collaboration is a definition of shared goals, clear role expectations of members, flexible decision making processes, effective use of information technologies, and the establishment of open communication patterns and leadership.

Critical Reasoning

Professional nursing practice is grounded in the translation of current evidence to inform practice and make clinical judgments. Knowledge and skills in nursing, information management and patient care technology are critical in preparing professional nurses to deliver quality patient care in a variety of healthcare settings. Critical thinking underlies effective clinical reasoning and judgment. In addition, the practice of critical reasoning depends on an attitude of inquiry, and openness to innovation and continued learning.

Leadership

Developing knowledge and skills in leadership is essential to provide high quality care. Leadership skills include the ability to use information and technology to communicate, manage knowledge, mitigate error and support decision-making. Leadership skills are needed that emphasize ethical and critical decision-making, initiate and support collaboration, promote respectful communication, and develop conflict resolution strategies. Healthcare policy and ethics shape the nature, quality, and safety of professional nursing practice and the practice environment. All professional nurses have the responsibility to participate in the political process and to advocate for patients, families, communities, the nursing profession, and healthcare system.

Professionalism and Professional Values

Professionalism is the demonstration of professional values applied to practice. Professionalism involves accountability for one's self and one's nursing practice, including adherence to legal, ethical, and professional standards, ongoing professional engagement, and lifelong learning. Professionalism flows from an understanding of the historical and contemporary contexts of practice.

Professionalism is based on an inherent valuing of advocacy, altruism, autonomy, caring, human dignity, integrity, safety and social justice that are fundamental to the discipline of nursing. Understanding the values that patients and other health professionals bring to the therapeutic relationship is critically important to providing quality patient care. Professional nursing requires a balance between research-based knowledge, skills, and attitudes and professional confidence, maturity, caring, and compassion. In this global society, patient populations are increasingly diverse. Therefore, essential to the care of diverse populations is the need for research-based knowledge and responsiveness to variables such as age, gender, culture, health disparities, socioeconomic status, race, and spirituality.

Global Health

The professional nurse is prepared to provide nursing and health care within an interconnected, interdependent, diverse, culturally rich global world while promoting and maintain local and global sustainable environments.

GRADUATE CONCEPT DEFINITIONS:

Master's of Science

Clinical Practice and Prevention

The master's-prepared nurse applies and integrates broad, organizational, patient-centered, and culturally responsive concepts into daily practice. Mastery of these concepts based on a variety of theories is essential in the design and delivery (planning, management, and evaluation) of evidence-based clinical prevention and population care and services to individuals, families, communities, and aggregates/clinical populations nationally and globally (AACN, 2011, p. 25).

Communication

The master's-prepared nurse serves as a patient advocate, cultural and systems broker, leader and coordinator of interprofessional teams across care environments in order to reduce barriers, facilitate access to care, and improve health outcomes. Leadership is achieved through skill development and demonstrating effective communication, planning, and implementation of care directly with other healthcare professionals. Fundamental to effective interprofessional collaboration is inclusion of patients' expressed values, needs, and preferences for shared decision making and management of their care. The master's-prepared nurse will actively

communicate, collaborate, and consult with other health professionals to manage care across systems. (AACN, 2011, p. 22)

Critical Reasoning

The master's-prepared nurse examines policies and seeks evidence for every aspect of practice, thereby translating current evidence and identifying gaps where evidence is lacking. These nurses apply research outcomes within the practice setting, resolve practice problems (individually or as a member of the healthcare team), and disseminate results both within the setting and in wider venues in order to advance clinical practice.

Master's-prepared nurses lead continuous improvement processes based on translational research skills and are engaged in identifying questions needing answers, searching and synthesizing the evidence for potential solutions and innovations, evaluating the outcomes, and identifying additional questions.

Master's-prepared nurses lead the healthcare team in the implementation of evidence-based practice. These nurses support staff in lifelong learning to improve care decisions, serving as a role model and mentor for evidence-based decision making (AACN, 2011, p. 15 and 16).

Master's-degree graduates are prepared to gather, document, and analyze outcome data that serve as a foundation for decision making and the implementation of interventions or strategies to improve care outcomes. They use statistical and epidemiological principles to synthesize these data, information, and knowledge to evaluate and achieve optimal health outcomes (AACN, 2011, p. 18).

Leadership

Master's-prepared nurses are members and leaders of healthcare teams that deliver a variety of services bringing a unique blend of knowledge, judgment, skills, and caring to the team. As a leader and partner with other health professionals, these nurses seek collaboration and consultation with other providers as necessary in the design, coordination, and evaluation of patient care outcomes. In an environment with ongoing changes in the organization and financing of health care, master's-prepared nurses have a keen understanding of healthcare policy, organization, and financing. In addition, nurse practice at this level requires an understanding of complexity theory and systems thinking, as well as the business and financial acumen needed for the analysis of practice quality and costs (AACN, 2011, p. 11 and 12).

Master's-prepared nurses will use their political efficacy and competence to improve the health outcomes of populations and improve the quality of the healthcare delivery system. To effectively collaborate with stakeholders, the master's-prepared nurse must understand the fiscal context in which they are practicing and make the linkages among policy, financing, and access to quality health care. The graduate must understand the principles of healthcare economics, finance, payment methods, and the relationships between policy and health economics. Advocacy for patients, the profession, and health-promoting policies is operationalized in divergent ways. Attributes of advocacy include safeguarding autonomy, promoting social justice, using ethical principles, and empowering self and others (AACN, 2011, p. 20 and 21).

Professionalism and Professional Values

Master's-prepared nurses build on the competencies gained in a baccalaureate nursing program by developing a deeper understanding of nursing and the related sciences needed to fully analyze, design, implement, and evaluate nursing care

Master's-prepared nurses understand the intersection between systems science and organizational science in order to serve as integrators within and across systems of care. Care coordination is based on systems science (Nelson et al., 2008). Care management incorporates an understanding of the clinical and community context, and the research relevant to the needs of the population. Nurses at this level use advanced clinical reasoning for ambiguous and uncertain clinical presentations, and incorporate concerns of family, significant others, and communities into the design and delivery of care.

Master's-prepared nurses use a variety of theories and frameworks, including nursing and ethical theories in the analysis of clinical problems, illness prevention, and health promotion strategies. Knowledge from information sciences, health communication, and health literacy are used to provide care to multiple populations. These nurses are able to address complex cultural and spiritual issues and design care that responds to the needs of multiple populations, who may have potentially conflicting cultural needs and preferences (AACN, 2011, p. 9).

Global Health

The professional nurse is prepared to provide nursing and health care within an interconnected, interdependent, diverse, culturally rich global world while promoting and maintain local and global sustainable environments.

Supplemental definitions/glossary:

1. Altruism: the concern for the welfare and well being of others. In nursing, altruism is reflected by the concern and advocacy for the welfare of patients, other nurses, and health providers. (AACN, 2008).
2. Autonomy: the right to self-determination (AACN, 2008).
3. Caring: the conscious and intentional discipline that includes the essential elements of compassion, competence, conscience, commitment, comportment and confidence. (Roach, 2002; Watson, 1999).
4. Clinical judgment: the outcomes of critical thinking in nursing practice. Clinical judgments begin with an end in mind. Judgments are about evidence, meaning and outcomes achieved. (Pesut, 2001).
5. Clinical reasoning: the process used to assimilate information, analyze data, and make decisions regarding patient care (Simmons, Lanuza, Fonteyn, & Hicks, 2003).
6. Compassion: a sensitivity to the pain and suffering of another that engenders a response of participation, amelioration, and/or interconnectedness (Roach, 2002).
7. Comportment: caring as reflected in bearing, demeanor, dress and language (Roach, 2002).
8. Critical thinking: all or part of the process of questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application and creativity. Critical thinking underlies independent and interdependent decision-making, critical reasoning, clinical reasoning and clinical judgment (AACN, 2008).
9. Cultural reinforcement: the development of a congruent set of behaviors, attitudes and policies that strengthen and support the patient's health beliefs and practices (Cross, Barzon, Dennis & Isaacs, 1989).
10. Disease prevention: activities that have as their goal the protection of people from becoming ill because of actual or potential health threats. (Stanhope & Lancaster, 2008).
11. Diversity: the range of human variation, including age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background (AACN, 2008).
12. Environmental sustainability: the ethical and responsible use of natural resources on order to maintain a sustainable environment (NAU Global Learning Initiative, 2010).
13. Evidence-based practice: the integration of the best research evidence, clinical expertise and patient values into the planning and delivery of patient-centered care (IOM, 2003).
14. Global engagement: valuing the interconnectedness and interdependence of the human experience on a global scale (NAU Global Learning Initiative, 2010).
15. Health disparity: differences in health status amount distinct segments of the population including differences that occur by gender, race or ethnicity, education or income, disability, or living in various geographic localities (Health People 2020; World Health Organization, 2011).
16. Health equity: attainment of the highest level of health for all people. Health equity entails focused societal efforts to address avoidable inequalities by equalizing the conditions for health of all groups, especially those who have experienced socioeconomic disadvantage or historical injustices (Healthy People 2020).
17. Health promotion: activities that have as their goal the development of human attitudes and behaviors that maintain or enhance well-being (Stanhope & Lancaster, 2008).

18. Informatics: use of information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN).
19. Inter-disciplinary collaboration: effective teamwork with health-care team members across disciplines with the goal of quality patient-centered care (QSEN).
20. Intra-professional collaboration: effective teamwork with nursing colleagues to achieve continuity of effective patient care or other professional goals (AACN, 2008).
21. Patient: the recipient of nursing care or services. Patients may be individuals, families, groups, communities, or populations. Patients may function in independent, interdependent, or dependent roles. They may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life care (AACN, 2008).
22. Patient-centered care: includes actions to identify, respect and care about patients' differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles (IOM, 2003).
23. Quality improvement (QI): use data to monitor the outcomes of care processes and use improvement methods to design, implement and evaluate changes to continuously improve the quality and safety of health care systems (QSEN)
24. Quality (of care): a measure of health services that increase the likelihood of desired health outcomes and are consistent with current professional knowledge (Robert Wood Johnson Foundation, 2009).
25. Rural: communities with less than 20,000 residents or fewer than 99 persons per square mile; as related to health care that it takes 30 minutes or longer to arrive at a health service center. (Stanhope & Lancaster, 2008).
26. Safety: minimizes the risk of harm to patients and providers through both system effectiveness and individual performance (QSEN).
27. Social justice: The equitable distribution of social, economic and political resources, opportunities and responsibilities (World Health Organization, 2011).
28. Spiritual care: interventions that facilitate the ability to experience the integration of the body, mind, and spirit to achieve wholeness, health and sense of connection to self, others, and a higher power (American Nurses Association and Health Ministries Association, 2005).

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| BSN PROGRAM OUTCOMES | | |
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| LEVEL ONE OUTCOMES | LEVEL TWO OUTCOMES | LEVEL THREE/ PROGRAM OUTCOMES |
| <p><u>Clinical Practice and Prevention</u></p> <p>Demonstrates competency in providing safe, effective patient-centered care that is holistic and based in evidence to protect and promote the health of individuals.</p> | <p><u>Clinical Practice and Prevention</u></p> <p>Applies sound clinical judgment based in theory and evidence to promote and protect health in patients across the lifespan and healthcare continuum.</p> | <p><u>Clinical Practice and Prevention</u></p> <p>Integrates theory, evidence, professional perspectives, and patient preferences into clinical judgment to provide holistic patient-centered care across the lifespan and healthcare continuum, and in healthcare environments.</p> |
| <p><u>Communication</u></p> <p>Demonstrates beginning professional communication skills in clinical and learning situations.</p> | <p><u>Communication</u></p> <p>Applies professional and therapeutic communication in clinical and learning situations.</p> | <p><u>Communication</u></p> <p>Incorporates effective communication into professional nursing practice.</p> |
| <p><u>Critical reasoning</u></p> <p>Displays a commitment to the use of theory and research evidence to provide safe, effective, patient-centered nursing care.</p> | <p><u>Critical reasoning</u></p> <p>Utilizes nursing knowledge, information technologies and research evidence to construct and implement safe, effective, patient-centered nursing care.</p> | <p><u>Critical reasoning</u></p> <p>Synthesizes evidence and nursing knowledge to evaluate and modify clinical nursing practice, in order to provide holistic, safe, comprehensive, patient-centered care.</p> <p>Integrates reliable evidence from multiple ways of knowing to inform practice and make clinical judgments.</p> |
| <p><u>Leadership</u></p> <p>Organizes self to provide safe nursing care to individuals.</p> | <p><u>Leadership</u></p> <p>Applies principles of collaboration, delegation and advocacy to manage safe</p> | <p><u>Leadership</u></p> <p>Integrates knowledge and skills in leadership, quality improvement, health care policy and</p> |

| BSN PROGRAM OUTCOMES | | |
|--|--|---|
| LEVEL ONE OUTCOMES | LEVEL TWO OUTCOMES | LEVEL THREE/ PROGRAM OUTCOMES |
| Demonstrates knowledge and skills of leadership to provide safe and appropriate patient-centered nursing care. | patient care. | patient safety into practice to provide high quality care. |
| <p><u>Professionalism and Professional Values</u></p> <p>Demonstrates professional values and their associated behaviors in the practice of nursing.</p> <p>Demonstrates ethical and legal principles and professional standards in nursing practice.</p> <p>Demonstrates the ability to translate caring's affective characteristics into patient-centered care and with other healthcare professionals.</p> | <p><u>Professionalism and Professional Values</u></p> <p>Applies professional values and their associated behaviors to the practice of nursing.</p> <p>Applies ethical and legal principles and professional standards to nursing practice.</p> <p>Applies caring's affective characteristics into patient-centered care and with other healthcare professionals.</p> | <p><u>Professionalism and Professional Values</u></p> <p>Integrates professional values and their associated behaviors into the practice of nursing.</p> <p>Incorporates ethical and legal principles and professional standards into nursing practice.</p> <p>Integrates caring's affective characteristics into patient-centered care and with other healthcare professionals.</p> |
| <p><u>Global Health</u></p> <p><u>Global Engagement</u> Examines one's own personal values, beliefs, and practices as compared to diverse populations in a global society.</p> | <p><u>Global Health</u></p> <p><u>Global Engagement</u> Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care.</p> | <p><u>Global Health</u></p> <p><u>Global Engagement</u> Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration.</p> |

| BSN PROGRAM OUTCOMES | | |
|--|--|---|
| LEVEL ONE OUTCOMES | LEVEL TWO OUTCOMES | LEVEL THREE/ PROGRAM OUTCOMES |
| <p><u>Diversity Education</u> Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice.</p> <p><u>Environmental Sustainability</u> Recognizes how responsible health care waste disposal reduces environmental hazards.</p> | <p><u>Diversity Education</u> Examines the impact of health equity and social justice on nursing and health care in a variety of settings.</p> <p><u>Environmental Sustainability</u> Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings.</p> | <p><u>Diversity Education</u> Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally.</p> <p><u>Environmental Sustainability</u> Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally.</p> |

| BSN PROGRAM OUTCOMES | MS PROGRAM OUTCOMES |
|--|---|
| <p><u>Clinical Practice and Prevention</u> Integrates theory, evidence, professional perspectives, and patient preferences into clinical judgment to provide holistic patient-centered care across the lifespan and healthcare continuum, and in healthcare environments.</p> | <p><u>Clinical Practice and Prevention</u> Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.</p> |
| <p><u>Communication</u> Incorporates effective communication into professional nursing practice.</p> | <p><u>Communication</u> Develop and collaborate within interprofessional teams and partnerships by using effective communication strategies.</p> <p>Advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care and nurse sensitive outcomes by using information and communication technologies.</p> |
| <p><u>Critical reasoning</u> Synthesizes evidence and nursing knowledge to evaluate and modify clinical nursing practice, in order to provide holistic, safe, comprehensive, patient-centered care.</p> <p>Integrates reliable evidence from multiple ways of knowing to inform practice and make clinical judgments.</p> | <p><u>Critical reasoning</u> Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates.</p> |

| BSN PROGRAM OUTCOMES | MS PROGRAM OUTCOMES |
|--|---|
| <p><u>Leadership</u> Integrates knowledge and skills in leadership, quality improvement, health care policy and patient safety into practice to provide high quality care.</p> | <p><u>Leadership</u> Analyze how policies influence the structure and financing of health care, practice, and health outcomes. Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.</p> |
| <p><u>Professionalism and Professional Values</u> Integrates professional values and their associated behaviors into the practice of nursing. Incorporates ethical and legal principles and professional standards into nursing practice. Integrates caring's affective characteristics into patient-centered care and with other healthcare professionals.</p> | <p><u>Professionalism and Professional Values</u> Advocate for patients, families, caregivers, communities and members of the healthcare team. Incorporate core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, and assisting patients and other healthcare providers to address such issues.</p> |
| <p><u>Global Health</u> <u>Global Engagement</u> Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally.</p> | <p><u>Global Health</u> <u>Global Engagement</u> Transforms health care systems to address health equity and social justice thus reducing health disparities in vulnerable populations.</p> |

| BSN PROGRAM OUTCOMES | MS PROGRAM OUTCOMES |
|--|--|
| <p><u>Diversity Education</u> Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration.</p> <p><u>Environmental Sustainability</u> Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally.</p> | <p><u>Diversity Education</u> Assumes leadership and/or research roles in developing, implementing, and evaluating culturally reinforcing nursing and other health care services from local to global perspectives.</p> <p>Prioritizes the social and cultural factors that affect health in designed and delivering care across multiple contexts.</p> <p><u>Environmental Sustainability</u> Creates partnerships that promote sustainable environmental health policies and conditions.</p> <p>Analyzes and promote social, political, and economic policies that influence sustainable environments and reduce human health exposures in a global society.</p> |

Exhibit B
Undergraduate Course Learning Outcomes for Global Health Strand

BSN Program Level I
Courses: 205/205L, 214, 215

NUR 205: Transition into Nursing

Course Description: Emphasis on development of student as a caring competent nurse at beginning level. Focuses on introduction to profession, skill development, and situational transition to nursing student role.

| NUR 205 Course Outcomes | Level I Program Outcomes |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> • Examines health literacy data and its impact on the practice of nursing. • Examines a patient's social, biological, and cultural features and how these influence the practice of nursing. | <p>Global Health</p> <ul style="list-style-type: none"> • Examines one's own personal values, beliefs, and practices as compared to diverse populations in a global society. • Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice. • Recognizes how responsible health care waste disposal reduces environmental hazards. |

NUR 205L: Transition into Nursing Clinical

Course Description: Emphasis on development of student as a caring competent nurse at beginning level. Focuses on introduction to profession, skill development, and situational transition to nursing student role.

| NUR 205L Course Outcomes | Level I Program Outcomes |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> • Applies health literacy data within the clinical setting. • Applies patient's social, biological, and cultural features to patient care. | <p>Global Health</p> <ul style="list-style-type: none"> • Examines one's own personal values, beliefs, and practices as compared to diverse populations in a global society. • Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice. • Recognizes how responsible health care waste disposal reduces environmental hazards. |

NUR 214: Introduction to Health Assessment

Course Description: Introductory course emphasizes health history and physical examination skills essential for holistic assessment using the nursing process. Provides knowledge to develop health assessment skills and outcomes in healthy persons.

| NUR 214 Course Outcomes | Level I Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none">Examines one's own personal values, beliefs, and practices as compares to diverse populations in a global society. | <p>Global Health</p> <ul style="list-style-type: none">Examines one's own personal values, beliefs, and practices as compared to diverse populations in a global society.Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice.Recognizes how responsible health care waste disposal reduces environmental hazards. |

NUR 214L: Introduction to Health Assessment

Course Description: Introductory course emphasizes health history and physical examination skills essential for holistic assessment using the nursing process. Provides knowledge to develop health assessment skills and outcomes in healthy persons.

| NUR 214L Course Outcomes | Level I Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none">Examines one's own personal values, beliefs, and practices as compares to diverse populations in a global society. | <p>Global Health</p> <ul style="list-style-type: none">Examines one's own personal values, beliefs, and practices as compared to diverse populations in a global society.Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice.Recognizes how responsible health care waste disposal reduces environmental hazards. |

NUR 215: Pharmacology

Course Description: Introduces classifications, actions, and uses of pharmacotherapeutic agents. Includes administration skills, safety, and legal considerations. Emphasizes patient and nursing implications.

| NUR 215 Course Outcomes | Level I Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none">• Recognize variations in drug responses that occur with individuals of various ages, gender, and race.• Incorporate developmental, gender, genetic, economic and other issues that affect drug therapy.• Discuss proper disposal of the portion of medications that will not be administered. | <p>Global Health</p> <ul style="list-style-type: none">• Examines one’s own personal values, beliefs, and practices as compared to diverse populations in a global society.• Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice.• Recognizes how responsible health care waste disposal reduces environmental hazards. |

BSN Program Level II
Courses: 208/208L, 212/212L, 216/216L, 320, 321, 390W

NUR 208: Adult Health & Illness I

Course Description: This course focuses on nursing care of adults experiencing health-illness transitions.

| NUR 208 Course Outcomes | Level II Program Outcomes |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none">• Discusses the impact of health equity and social justice on nursing and health care in a variety of settings. | <p>Global Health</p> <ul style="list-style-type: none">• Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care.• Examines the impact of health equity and social justice on nursing and health care in a variety of settings.• Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |

NUR 208L: Adult Health & Illness I Clinical

Course Description: This course focuses on nursing care of adults experiencing health-illness transitions.

| NUR 208L Course Outcomes | Level II Program Outcomes |
|--|---|
| Global Health <ul style="list-style-type: none">Plans culturally appropriate care and/or teaching in selected situations. | Global Health <ul style="list-style-type: none">Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care.Examines the impact of health equity and social justice on nursing and health care in a variety of settings.Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |

NUR 212: Adult Health & Illness II

Course Description: This course continues the focus on nursing care of adults experiencing health-illness transitions

| NUR 212 Course Outcomes | Level II Program Outcomes |
|---|---|
| Global Health <ul style="list-style-type: none">Develops effective strategies to implement culturally appropriate care.Analyzes the impact of health equity and social justice on nursing and health care in a variety of settings. | Global Health <ul style="list-style-type: none">Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care.Examines the impact of health equity and social justice on nursing and health care in a variety of settings.Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |

NUR 212L: Adult Health & Illness II Clinical

Course Description: This course continues the focus on nursing care of adults experiencing health-illness transitions

| NUR 212L Course Outcomes | Level II Program Outcomes |
|---|---|
| Global Health <ul style="list-style-type: none">Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally | Global Health <ul style="list-style-type: none">Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally |

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| <p>reinforcing care.</p> <ul style="list-style-type: none"> Identifies how nurses and institutions can impact environmental health and sustainability in diverse health care settings. | <p>reinforcing care.</p> <ul style="list-style-type: none"> Examines the impact of health equity and social justice on nursing and health care in a variety of settings Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |
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NUR 216: Psychiatric and Mental Health Nursing

Course Description: Emphasis on nursing strategies for promoting, maintaining, and restoring mental health utilizing therapeutic nursing interventions for clients along the mental health/ disorder continuum.

| NUR 216 Course Outcomes | Level II Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none"> Examines the impact of health equity and social justice on nursing and health care in a variety of settings. | <p>Global Health</p> <ul style="list-style-type: none"> Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care. Examines the impact of health equity and social justice on nursing and health care in a variety of settings. Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |

NUR 216L: Psychiatric and Mental Health Nursing

Course Description: Emphasis on nursing strategies for promoting, maintaining, and restoring mental health utilizing therapeutic nursing interventions for clients along the mental health/ disorder continuum.

| NUR 216L Course Outcomes | Level II Program Outcomes |
|--|---|
| <p>Global Health</p> <ul style="list-style-type: none"> Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care. | <p>Global Health</p> <ul style="list-style-type: none"> Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care. Examines the impact of health equity and social justice on nursing and health care in |

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| | <p>a variety of settings.</p> <ul style="list-style-type: none"> Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |
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NUR 320: Basic Principles in Palliative Care

Course Description: Provides an overview of core principles of palliative care.

Emphasizes strategies to improve palliative care and the nurse as a member of an interdisciplinary team.

| NUR 320 Course Outcomes | Level II Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none"> Describes approaches to work with individuals, families, and/or communities to implement culturally-reinforcing palliative care. | <p>Global Health</p> <ul style="list-style-type: none"> Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care. Examines the impact of health equity and social justice on nursing and health care in a variety of settings. Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |

NUR 321: Gerontology

Course Description: Explores beliefs, attitudes, and stereotypes about the elderly.

Includes theories of aging, normal aspects and changes, ethical issues, and successful aging through interdisciplinary health promotion and risk reduction strategies.

| NUR 321 Course Outcomes | Level II Program Outcomes |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> Examines the impact of health equity and social justice on nursing the older adult. | <p>Global Health</p> <ul style="list-style-type: none"> Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care. Examines the impact of health equity and |

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| | <p>social justice on nursing and health care in a variety of settings.</p> <ul style="list-style-type: none"> Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |
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NUR 390W: Nursing Research & Evidence Based Practice

Course Description: This course focuses on the research process as it relates to health and nursing practice. It emphasizes developing abilities to interpret research reports and apply research evidence to nursing practice. As the junior level writing course, it emphasizes writing skills.

| NUR 390W Course Outcomes | Level II Program Outcomes |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> N/A | <p>Global Health</p> <ul style="list-style-type: none"> Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care. Examines the impact of health equity and social justice on nursing and health care in a variety of settings. Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |

BSN Program Level III

Courses: 211/211L, 350/350L, 424, 427/427L, 450C, 451

NUR 211: Developmental and Health-Illness Transitions of Child-Bearing and Child-Rearing Families

Course Description: Focuses on nursing care for child-bearing and child-rearing families experiencing developmental, health, and illness transitions.

| NUR 211 Course Outcomes | Level III Program Outcomes |
|---|---|
| <p>Global Health</p> <ul style="list-style-type: none"> Promotes safety and quality of health outcomes for diverse childbearing and childrearing populations, incorporating | <p>Global Health</p> <ul style="list-style-type: none"> Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. |

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| principles of advocacy, leadership, and collaboration. | <ul style="list-style-type: none"> • Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. • Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |
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NUR 211L: Developmental and Health-Illness Transitions of Child-Bearing and Child-Rearing Families

Course Description: Focuses on nursing care for child-bearing and child-rearing families experiencing developmental, health, and illness transitions.

| NUR 211L Course Outcomes | Level III Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none"> • Participates in collaborative efforts to improve aspects of the environment that negatively impact the health of childbearing and childrearing families both locally and globally. | <p>Global Health</p> <ul style="list-style-type: none"> • Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. • Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. • Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |

NUR 350: Nursing Care of Families

Course Description: Nursing care/case management of families experiencing complex health transitions within community settings.

| NUR 350 Course Outcomes | Level III Program Outcomes |
|--|---|
| <p>Global Health</p> <ul style="list-style-type: none"> • Analyzes safety and quality of health care outcomes for diverse family populations in the home and community settings incorporating principles of advocacy, leadership, and collaboration. | <p>Global Health</p> <ul style="list-style-type: none"> • Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. • Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. |

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| | <ul style="list-style-type: none"> Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |
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NUR 350L: Nursing Care of Families Clinical

Course Description: Nursing care/case management of families experiencing complex health transitions within community settings.

| NUR 350L Course Outcomes | Level III Program Outcomes |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> Promotes safety and quality of health care outcomes for diverse family populations in the home and community settings incorporating principles of advocacy, leadership, and collaboration. Participates in collaborative efforts to improve aspects of the environment that negatively impact the health of patients and families in the home and community setting. | <p>Global Health</p> <ul style="list-style-type: none"> Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |

NUR 424: Manager of Care/Health Care Systems

Course Description: This course provides the student with knowledge and skills to manage care across the continuum, with information technology for quality outcomes within the current health care delivery system.

| UR 424 Course Outcomes | Level III Program Outcomes |
|---|---|
| <p>Global Health</p> <ul style="list-style-type: none"> Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. | <p>Global Health</p> <ul style="list-style-type: none"> Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. Participates in collaborative efforts to improve aspects of the environment that |

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| | negatively impacts health both locally and globally. |
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NUR 427: Public Health Nursing

Course Description: Provides a foundation for developing and implementing public health promotion and disease prevention strategies for populations and communities within the context of a global society.

| NUR 427 Course Outcomes | Level III Program Outcomes |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> Analyzes global and societal public health trends for health promotion, risk reduction and disease prevention. Critiques the impact of health and social policy and standards on global, national and state communities and the profession of public health nursing. | <p>Global Health</p> <ul style="list-style-type: none"> Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |

NUR 427L: Public Health Nursing

Course Description: Provides a foundation for developing and implementing public health promotion and disease prevention strategies for populations and communities within the context of a global society.

| NUR 427L Course Outcomes | Level III Program Outcomes |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> Analyzes global and societal public health trends for health promotion, risk reduction and disease prevention. Critiques the impact of health and social policy and standards on global, national and state communities and the profession of public health nursing. | <p>Global Health</p> <ul style="list-style-type: none"> Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |

NUR 450C: Nursing Leadership

Course Description: This capstone course will provide students with the opportunity to synthesize leadership principles into the baccalaureate role in nursing.

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| <p>Global Health</p> <ul style="list-style-type: none"> • Synthesizes principles of health equity and social justice for vulnerable populations into the role of the professional nurse. • Analyzes the role of the nurse as change agent related to improving local and global environmental conditions which affect a population’s health. | <p>Global Health</p> <ul style="list-style-type: none"> • Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. • Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. • Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |
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NUR 451: Nursing Leadership

Course Description: Clinical preceptorship for unlicensed nursing students provides clinical experience in preparation for transition into professional nursing practice.

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| <p>Global Health</p> <ul style="list-style-type: none"> • Synthesizes principles of health equity and social justice for vulnerable populations into the role of the professional nurse. • Analyzes the role of the nurse as change agent related to improving local and global environmental conditions which affect a population’s health. | <p>Global Health</p> <ul style="list-style-type: none"> • Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. • Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. • Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |
|---|--|

**Accelerated BSN Program Level I
Courses: 319/319L, 330, 331, 332, 333/333L**

NUR 319: Fundamentals of Nursing Practice

Course Description: Fundamental concepts of nursing that provide the building blocks of nursing care. Emphasis is placed on developing skills needed to assess, implement, and monitor selected nursing interventions and technologies.

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| NUR 319 Course Outcomes | Level I Program Outcomes |
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| <p>Global Health</p> <ul style="list-style-type: none"> Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice. | <p>Global Health</p> <ul style="list-style-type: none"> Examines one's own personal values, beliefs, and practices as compared to diverse populations in a global society. Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice. Recognizes how responsible health care waste disposal reduces environmental hazards. |
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NUR 319L: Fundamentals of Nursing Practice - Clinical

Course Description: Fundamental concepts of nursing that provide the building blocks of nursing care. Emphasis is placed on developing skills needed to assess, implement, and monitor selected nursing interventions and technologies.

| NUR 319L Course Outcomes | Level I Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none"> Recognizes how responsible health care waste disposal reduces environmental hazards. | <p>Global Health</p> <ul style="list-style-type: none"> Examines one's own personal values, beliefs, and practices as compared to diverse populations in a global society. Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice. Recognizes how responsible health care waste disposal reduces environmental hazards. |

NUR 330: Nursing as a Discipline and Profession

Course Description: An introduction to nursing as a distinct discipline of knowledge and a unique professional service.

| NUR 330 Course Outcomes | Level I Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none"> Examines one's own personal values, beliefs, and practices as compared to diverse populations in a global society. | <p>Global Health</p> <ul style="list-style-type: none"> Examines one's own personal values, beliefs, and practices as compared to diverse populations in a global society. Identifies social, biological, cultural, and |

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| | <p>health literacy data and how it impacts nursing practice.</p> <ul style="list-style-type: none"> Recognizes how responsible health care waste disposal reduces environmental hazards. |
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NUR 331: Applied Pharmacology and Pathophysiology

Course Description: Introduces students to classifications, actions, and uses of pharmacotherapeutic agents. Includes an overview of administration skills, safety, and legal considerations. Emphasis is on the patient and nursing implications and related pathophysiology.

| NUR 331 Course Outcomes | Level I Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none"> Recognize variations in drug responses that occur with individuals of various ages, gender, and race. Incorporate developmental, gender, genetic, economic and other issues that affect drug therapy. Discuss proper disposal of the portion of medications that will not be administered. | <p>Global Health</p> <ul style="list-style-type: none"> Examines one’s own personal values, beliefs, and practices as compared to diverse populations in a global society. Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice. Recognizes how responsible health care waste disposal reduces environmental hazards. |

NUR 332: Nursing Assessment and Process

Course Description: Study of fundamental nursing process knowledge while learning cognitive and psychomotor skills in health history, assessments, and physical exams across the life span.

| NUR 332 Course Outcomes | Level I Program Outcomes |
|--|---|
| <p>Global Health</p> <ul style="list-style-type: none"> Examines one’s own personal values, beliefs, and practices as compared to diverse populations in a global society. | <p>Global Health</p> <ul style="list-style-type: none"> Examines one’s own personal values, beliefs, and practices as compared to diverse populations in a global society. Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice. Recognizes how responsible health care waste disposal reduces environmental |

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| | hazards. |
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NUR 332L: Nursing Assessment and Process

Course Description: Study of fundamental nursing process knowledge while learning cognitive and psychomotor skills in health history, assessments, and physical exams across the life span.

| NUR 332L Course Outcomes | Level I Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none"> Examines one’s own personal values, beliefs, and practices as compared to diverse populations in a global society. | <p>Global Health</p> <ul style="list-style-type: none"> Examines one’s own personal values, beliefs, and practices as compared to diverse populations in a global society. Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice. Recognizes how responsible health care waste disposal reduces environmental hazards. |

NUR 333: Communication and Mental Health Nursing

Course Description: Course focuses on developing therapeutic communication skills with clients and other healthcare providers. Additionally, the course will focus on promoting, maintaining, and restoring mental health, utilizing therapeutic nursing interventions.

| NUR 333 Course Outcomes | Level II Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none"> Examines the impact of health equity and social justice on nursing and health care in a variety of settings. | <p>Global Health</p> <ul style="list-style-type: none"> Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care. Examines the impact of health equity and social justice on nursing and health care in a variety of settings. Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |

NUR 333L: Communication and Mental Health Nursing

Course Description: Course focuses on developing therapeutic communication skills with clients and other healthcare providers. Additionally, the course will focus on promoting, maintaining, and restoring mental health, utilizing therapeutic nursing interventions.

| NUR 333L Course Outcomes | Level II Program Outcomes |
|---|---|
| Global Health <ul style="list-style-type: none">• Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care. | Global Health <ul style="list-style-type: none">• Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care.• Examines the impact of health equity and social justice on nursing and health care in a variety of settings.• Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |

**Accelerated BSN Program Level II
Courses: 334/334L, 390W**

NUR 334: Adult Health Nursing Theory

Course Description: This course establishes the foundation for caring for adults experiencing disease and illness.

| NUR 334 Course Outcomes | Level II Program Outcomes |
|--|---|
| Global Health <ul style="list-style-type: none">• Develops effective strategies to implement culturally appropriate care.• Examines the impact of health equity and social justice on nursing and health care in a variety of settings.• Analyzes the impact of health equity and social justice on nursing and health care in a variety of settings. | Global Health <ul style="list-style-type: none">• Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care.• Examines the impact of health equity and social justice on nursing and health care in a variety of settings.• Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |

NUR 334: Adult Health Nursing Theory

Course Description: This course establishes the foundation for caring for adults experiencing disease and illness.

| NUR 334L Course Outcomes | Level II Program Outcomes |
|---|---|
| <p>Global Health</p> <ul style="list-style-type: none">• Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care.• Identifies how nurses and institutions can impact environmental health and sustainability in diverse health care settings. | <p>Global Health</p> <ul style="list-style-type: none">• Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care.• Examines the impact of health equity and social justice on nursing and health care in a variety of settings• Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |

NUR 390W: Nursing Research & Evidence Based Practice

Course Description: This course focuses on the research process as it relates to health and nursing practice. It emphasizes developing abilities to interpret research reports and apply research evidence to nursing practice. As the junior level writing course, it emphasizes writing skills.

| NUR 390W Course Outcomes | Level II Program Outcomes |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none">• N/A | <p>Global Health</p> <ul style="list-style-type: none">• Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care.• Examines the impact of health equity and social justice on nursing and health care in a variety of settings.• Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |

Accelerated BSN Program Level III
Courses: 335/335L, 408, 441/441L, 450C

NUR 335: Nursing Care of Child-Bearing and Child-Rearing Families

Course Description: This course examines transitions of individuals and families across the life span, emphasizing childbearing processes, childhood experiences, and the effects of illness on childbearing women and children.

| | |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none"> • Promotes safety and quality of health outcomes for diverse childbearing and childrearing populations, incorporating principles of advocacy, leadership, and collaboration. | <p>Global Health</p> <ul style="list-style-type: none"> • Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. • Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. • Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |
|--|--|

NUR 335L: Nursing Care of Child-Bearing and Child-Rearing Families Clinical

Course Description: This course examines transitions of individuals and families across the life span, emphasizing childbearing processes, childhood experiences, and the effects of illness on childbearing women and children.

| | |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> • Participates in collaborative efforts to improve aspects of the environment the negatively impacts the health of childbearing and childrearing families both locally and globally. • Advocates for health equity and social justice for vulnerable families and communities. | <p>Global Health</p> <ul style="list-style-type: none"> • Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. • Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. • Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |
|---|--|

NUR 408: Fieldwork Experience

Course Description: Individualized supervised field experience in an appropriate agency or organization

| | |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> • Synthesizes principles of health equity and social justice for vulnerable populations into the role of the professional nurse. • Analyzes the role of the nurse as change agent related to improving local and global environmental conditions which affect a population’s health. | <p>Global Health</p> <ul style="list-style-type: none"> • Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. • Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. • Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |
|---|--|

NUR 441: Health Policy and Public Health Nursing

Course Description: This course provides a foundation for developing and implementing public health promotion and disease prevention strategies for populations and communities within the context of a global society.

| NUR 441 Course Outcomes | Level III Program Outcomes |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> • Analyzes global and societal public health trends for health promotion, risk reduction and disease prevention. • Critiques the impact of health and social policy and standards on global, national and state communities and the profession of public health nursing. | <p>Global Health</p> <ul style="list-style-type: none"> • Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. • Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. • Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |

NUR 441L: Health Policy and Public Health Nursing Clinical

Course Description: This course provides a foundation for developing and implementing public health promotion and disease prevention strategies for populations and communities within the context of a global society.

| NUR 441L Course Outcomes | Level III Program Outcomes |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> • Analyzes global and societal public health trends for health promotion, risk reduction and disease prevention. • Critiques the impact of health and social policy and standards on global, national and state communities and the profession of public health nursing. | <p>Global Health</p> <ul style="list-style-type: none"> • Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. • Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. • Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |

NUR 450C: Nursing Leadership

Course Description: This capstone course will provide students with the opportunity to synthesize leadership principles into the baccalaureate role in nursing.

| | |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> • Synthesizes principles of health equity and social justice for vulnerable populations into the role of the professional nurse. • Analyzes the role of the nurse as change agent related to improving local and global environmental conditions which affect a population's health. | <p>Global Health</p> <ul style="list-style-type: none"> • Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. • Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. • Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |
|---|--|

RN to BSN Program Level I
Courses: 307, 330

NUR 307: Health Assessment for Registered Nurses

Course Description: Clinical lab course provides cognitive and psychomotor skills in health history, assessments, and physical exams across the life span

| NUR 307 Course Outcomes | Level I Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none"> • Examines one’s own personal values, beliefs, and practices as compared to diverse populations in a global society. | <p>Global Health</p> <ul style="list-style-type: none"> • Examines one’s own personal values, beliefs, and practices as compared to diverse populations in a global society. • Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice. • Recognizes how responsible health care waste disposal reduces environmental hazards. |

NUR 330: Nursing as a Discipline and Profession

Course Description: An introduction to nursing as a distinct discipline of knowledge and a unique professional service.

| NUR 330 Course Outcomes | Level I Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none"> • Examines one’s own personal values, beliefs, and practices as compared to diverse populations in a global society. | <p>Global Health</p> <ul style="list-style-type: none"> • Examines one’s own personal values, beliefs, and practices as compared to diverse populations in a global society. • Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice. • Recognizes how responsible health care waste disposal reduces environmental hazards. |

RN to BSN Program Level II
Courses: 320, 321, 390W

NUR 320: Basic Principles in Palliative Care

Course Description: Provides an overview of core principles of palliative care. Emphasizes strategies to improve palliative care and the nurse as a member of an interdisciplinary team.

| NUR 320 Course Outcomes | Level II Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none"> • Describes approaches to work with individuals, families, and/or communities to implement culturally-reinforcing palliative care. | <p>Global Health</p> <ul style="list-style-type: none"> • Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care. • Examines the impact of health equity and social justice on nursing and health care in a variety of settings. • Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |

NUR 321: Gerontology

Course Description: Explores beliefs, attitudes, and stereotypes about the elderly. Includes theories of aging, normal aspects and changes, ethical issues, and successful aging through interdisciplinary health promotion and risk reduction strategies.

| NUR 321 Course Outcomes | Level II Program Outcomes |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> • Examines the impact of health equity and social justice on nursing the older adult. | <p>Global Health</p> <ul style="list-style-type: none"> • Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care. • Examines the impact of health equity and social justice on nursing and health care in a variety of settings. • Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |

NUR 390W: Nursing Research & Evidence Based Practice

Course Description: This course focuses on the research process as it relates to health and nursing practice. It emphasizes developing abilities to interpret research reports and apply research evidence to nursing practice. As the junior level writing course, it emphasizes writing skills.

| NUR 390W Course Outcomes | Level II Program Outcomes |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> • N/A | <p>Global Health</p> <ul style="list-style-type: none"> • Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care. • Examines the impact of health equity and social justice on nursing and health care in a variety of settings. • Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings. |

RN to BSN Program Level III
Courses: 408, 420, 424, 427/427L, 450C

NUR 408: Fieldwork Experience

Course Description: Individualized supervised field experience in an appropriate agency or organization.

| | |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> • Synthesizes principles of health equity and social justice for vulnerable populations into the role of the professional nurse. • Analyzes the role of the nurse as change agent related to improving local and global environmental conditions which affect a population's health. | <p>Global Health</p> <ul style="list-style-type: none"> • Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. • Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. • Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |
|---|--|

NUR 420: Family Nursing Roles

Course Description: Explores roles of nurses working with families, including application of theories to understand how families function and cope with stress. Emphasizes family assessment, health promotion and role of genomics.

| | |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> Analyzes safety and quality of health care outcomes for diverse family populations in community settings incorporating principles of advocacy, leadership and collaboration. Explores innovative approaches in holistic care to promote health equity and social justice for families in community settings. | <p>Global Health</p> <ul style="list-style-type: none"> Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |
|---|--|

NUR 424: Manager of Care/Health Care Systems

Course Description: This course provides the student with knowledge and skills to manage care across the continuum, with information technology for quality outcomes within the current health care delivery system.

| NUR 424 Course Outcomes | Level III Program Outcomes |
|---|--|
| <p>Global Health</p> <ul style="list-style-type: none"> Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. | <p>Global Health</p> <ul style="list-style-type: none"> Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration. Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally. Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |

NUR 427: Public Health Nursing

Course Description: Provides a foundation for developing and implementing public health promotion and disease prevention strategies for populations and communities within the context of a global society.

| NUR 427 Course Outcomes | Level III Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none">• Analyzes global and societal public health trends for health promotion, risk reduction and disease prevention.• Critiques the impact of health and social policy and standards on global, national and state communities and the profession of public health nursing. | <p>Global Health</p> <ul style="list-style-type: none">• Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration.• Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally.• Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |

NUR 427L: Public Health Nursing

Course Description: Provides a foundation for developing and implementing public health promotion and disease prevention strategies for populations and communities within the context of a global society.

| NUR 427L Course Outcomes | Level III Program Outcomes |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none">• Analyzes global and societal public health trends for health promotion, risk reduction and disease prevention.• Critiques the impact of health and social policy and standards on global, national and state communities and the profession of public health nursing. | <p>Global Health</p> <ul style="list-style-type: none">• Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration.• Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally.• Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |

NUR 450C: Nursing Leadership

Course Description: This capstone course will provide students with the opportunity to synthesize leadership principles into the baccalaureate role in nursing.

| | |
|--|--|
| <p>Global Health</p> <ul style="list-style-type: none">• Synthesizes principles of health equity and social justice for vulnerable populations into the role of the professional nurse.• Analyzes the role of the nurse as change agent related to improving local and global environmental conditions which affect a population's health. | <p>Global Health</p> <ul style="list-style-type: none">• Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration.• Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally.• Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally. |
|--|--|

Exhibit C
Graduate Course Learning Outcomes for Global Health Strand

Examples of diversity education learning outcomes in master's level courses:

NUR 530 Advanced Principles in Evidence-Based Practice

- Explore the concept of “rural and/or vulnerable population” and its implication for conducting research.
- Suggest clinical decisions based on evidence from the literature combined with clinical expertise and patient preferences

NUR 550 Family Nursing Theory and Practice

- Describe guidelines for advanced nursing practice for family-focused, culturally competent care in health and illness.

NUR 560 Rural Theory and Health Policy

- Discuss the implications of social and cultural factors on the delivery of health care in rural areas.
- Identify strategies to promote health in varying cultural, ethnic and social groups throughout the rural communities in the Southwest.

NUR 660 Family Primary Health Care I

- Use knowledge of family theory, cultural diversity, spirituality and health assessment in specifying the data to be collected for health promotion, health maintenance, and common uncomplicated conditions for individuals and families.

NUR 661 Family Primary Health Care Practicum I

- Begin to apply knowledge of family theory, cultural diversity, spirituality, and primary care assessment in specifying the data to be collected about individuals and families with health promotion/disease prevention and health maintenance needs.

NUR 664 Family Primary Health Care III

- Use knowledge of family theory, cultural diversity and health assessment in specifying the data to be collected, as well as the assessment and management of acute, chronic and complex health conditions for individuals and families.

NUR 665 Family Primary Health Care Practicum III

- Develop skills in the application of knowledge of family theory, cultural diversity, spirituality, and primary care assessment in specifying the data to be collected about individuals and families with acute and chronic health care needs.

NUR 675 Advance Practice Nurse Roles

- Articulate the role of the APN in delivery of health services to clients and families living in rural communities.
- Analyze ethical dilemmas that may occur in practice

NUR 697 Advanced Principles in Palliative Care (an elective course)

- Identify the impact of culture on delivery of end of life care with diverse populations.
- Describe and apply ways to work with individuals, families, and/or communities to implement culturally appropriate end of life care.
- Teach individuals, families, and/or communities as appropriate about the end of life as it relates to their particular situation and concerns.
- Discuss aspect of suffering for patients and families facing the end of life situations.

NUR 697 Health Care in a Global Society (currently being taught as an independent study elective)

- Practice within the ethical and legal framework of nursing, reflecting cultural and cultural safety accommodation
- Design and implement cultural reinforcing or accommodating health care promotion, protection, maintenance of health, risk reduction and prevention of disease interventions for populations and communities in a global society
- Promote cultural appropriate protection, enhancement and preservation of health for populations and communities' dignity and quality of life in a global society.
- Synthesize and utilize communication theory to express self in a culturally effective manner in diverse community settings
- Facilitate culturally effective communication to targeted populations and communities.
- Adapt uses of technologies in cultural appropriate ways to meet community needs.
- Elicit and clarify the cultural preferences and values of a targeted community or population
- Analyze past and present health beliefs, practices and current health needs of a targeted community/region.
- Interpret the health care providers' role in a targeted community or population in light of principles from transcultural nursing, medical anthropology and ethics.
- Synthesize theoretical concepts of world views and health beliefs from transcultural nursing, medical anthropology and ethics
- Analyze cultural factors influencing health beliefs and practices of both health care providers and the targeted population or community
- Analyze the community's or populations' diverse cultures and values and apply findings to provide health care
- Formulate and implement health care that demonstrates cultural competency

- Design health care that utilizes an understanding of culture, environment, communication, social organization, legal and political organization, nutrition and spiritual/religious factors influencing health beliefs and practices of both health care providers and consumers and current health needs of targeted populations/community/region in a global society.

An example of environmental sustainability in learning outcomes in master's level courses includes:

NUR 520 Applied Pathophysiology for APNs

- Analyze an environmental concern that affects health

An example of global engagement in learning outcomes in master's level courses includes:

NUR 675 Advance Practice Nurse Roles

- Examine the APN role from a global perspective.

Exhibit D
Example of Undergraduate Learning Experience

Class Assignment Description
For
Global Health Project

The class will be divided into pairs or groups. Each pair/group will have 10 minutes (or time determined by individual Lecture Faculty) for their Global Presentation.

Global Health Topics:

- *Chronic Disease (Cardiovascular, pulmonary)*
- *Health Education/Promotion*
- *Healthcare Access*
- *Nutrition (diabetes, stomach cancer)*
- *Poverty*
- *Mental health/substance abuse*
- *Communicable Disease (HIV, TB, malaria, parasites)*
- *Unintentional/Intentional Injuries*

Populations: Pick a population in a country other than the United States

The presentation should be organized to include the following:

- Succinct display of statistical data of your population
- Who are at greatest risk within your population?
- What is the prevalence of the global health topic within your population?
- Provides specific example/observation of how global health topic is addressed within your population.
- How does the global health topic impact society?
- Identify cultural implications and how the global health topic is being addressed

Evaluation of Group Presentation In-Class

Group Members:

| Content/Topic | Comments |
|---|----------|
| <p>___/2 pts</p> <ul style="list-style-type: none"> ▪ Succinct display of statistical data of your population ▪ Who are at greatest risk within your population? | |
| <p>___/4 pts</p> <ul style="list-style-type: none"> ▪ What is the prevalence of the global health topic within your population? ▪ Provides specific example/observation of how global health topic is addressed within your population. | |
| <p>___/2 pts</p> <ul style="list-style-type: none"> ▪ How does the global health topic impact society? ▪ Identify cultural implications and how the global health topic is being addressed | |
| <p>___/2 pts Approach:</p> <p>Creative Appropriate appearance Used Power Point® Within time limit Reference List (APA Format)</p> | |
| <p>Additional Comments:</p> | |

Score _____/10

Exhibit E
Examples of Graduate Learning Experience

EXAMPLE 1
NUR 660 Family Primary Health Care I

The assignment below meets the following course learning outcomes:

- ◆ Use knowledge of family theory, cultural diversity, spirituality and health assessment in specifying the data to be collected for health promotion, health maintenance, and common uncomplicated conditions for individuals and families.
- ◆ Teach clients and family members as necessary about health promotion, health maintenance and common uncomplicated health conditions.
- ◆ Discuss methods of establishing mutual goals with the individual and family which demonstrate meeting their health promotion and health maintenance needs.
- ◆ Integrate appropriate research and evidence-based findings into primary care practice.

GUIDELINES FOR CLINICAL DECISION MAKING PAPER

This paper will reflect the decision making process for working with a patient/family around a health promotion (e.g. exercise or nutrition promotion) or illness prevention issue (e.g. prevention of cardiac risk). This paper, however, is *NOT about a disease/illness process*. (Your topic must be different than what you did for the health promotion class presentation) **This could also be a population group at risk or with a health promotion issue. If addressing a population group at risk, you still need to address how to approach an individual in the at-risk group in primary care practice (i.e. all the sections below MUST be addressed in your paper).**

Students wishing to take a more international focus may develop their paper using the United Nations Millennium Development Goals. Choose from Goals 4 (Reduce Child Mortality), 5 (Improve Maternal Health), or 6 (Combat HIV/AIDS, Malaria and Other Diseases) only. See MDGs: <http://www.undp.org/mdg/basics.shtml>. You will follow the same directions, but focus will be on some non-USA or refugee population.

For the text of the paper (i.e. does not include title page, teaching tool, or references), there is a maximum of 10 typed, 12 point font, double spaced pages for this assignment (APA 6th ed. format). Use headings and subheadings as described below.

SCORE: PART I: (Text)

_____(10 pts.) A. Reason for health promotion/illness prevention (e.g., risk or concern).
Statement of purpose of paper

_____(10 pts.) B. Pathophysiology/etiology

_____(10 pts.) C. Pertinent history, including culturally appropriate assessment

_____(10 pts.) D. Physical exam, as indicated

_____(5 pts.) E. Diagnostics, as indicated

_____(10 pts.) F. Risk/benefits of intervention, *including pertinent ethical and legal issues*

_____(15 pts.) G. Management with rationale, include risk/benefits

1. Therapeutic/Integrative/Complementary health strategies
2. Patient/family/community education and counseling, *including addressing health literacy*
3. **Address cultural appropriateness in how you would work with someone from a cultural group *different from your own*. Pick a specific cultural or ethnic group.**
4. Community resources

_____(5 pts.) H. Follow-up

PART II:

_____(15 pts.) A. Appendix: Develop a brief teaching tool (15 minutes) appropriate for primary care settings, *including addressing health literacy*. [Note: must be original work and not a copy of existing tool]

_____(5 pts.) B. Quality of references: will include authoritative (juried) journal references that are different than syllabus readings and evidence-based references. If Internet is used, must be authoritative references (NO Wikipedia).

_____(5 pts.) C. Form and Style. *Uses headings and subheadings in paper.*

(100 possible)**TOTAL:**

EXAMPLE 2
NUR 520 Applied Pathophysiology for APNs

The assignment below meets the following course learning outcome:

- ◆ Analyze an environmental concern that affects health

GROUP ENVIRONMENTAL PRESENTATION RUBRIC
EFFECTS OF ENVIRONMENTAL HAZARDS ON HEALTH OF PERSONS

In a group of approximately 4 students, develop a presentation related to an environmental hazard. Your PowerPoint presentation will be placed on the discussion board. A sign-up sheet will be posted.

Each group should choose from one of the below topics. There may be more than 1 group in a topic category.

- Effects of air pollution
- Effects of heavy metal poisoning
- Effects of water pollution
- Effects of radiation pollution
- Effects of food contamination

When developing your topic you should:

- Review literature on the chosen topic.
- Briefly discuss the topic globally, and then bring to a more specific local/community level.
- Do a community assessment of the impact of the chosen topic on the community
- Consider the impact of the environmental pollutant on the health of the chosen community.
- Give an example of an assessment tool that may be used to indicate possible exposure to the hazard.
- Develop a health history questionnaire that would indicate exposure to the hazard.
- Develop a concept map illustrating the cycle of exposure and the ultimate effects on the person's health.
- Discuss what can be done to prevent future illness or to minimize the effects of the environmental pollutant (global prevention and local prevention related to your specific exposure topic).

Your topic should be presented utilizing PowerPoint. In the notes view of the slide, place what you would say during that slide if doing an oral presentation; each slide should have something in the notes. The slide presentation should be turned in to me via the assignment link by one person in the group and it should also be placed in the discussion board under the environmental presentation link. Each group will also have a discussion board link that is only accessible to members of the group to allow you to communicate with each other as you are working on the document.

You are also required to participate in another group's discussion by making a minimum of one substantive contribution to the discussion.

| Area Graded | Exemplary | Good | Fair | Unacceptable |
|---|--|--|--|--|
| Description the impact of the environmental hazard (10 pts) | Provides an accurate and complete explanation of the concepts, drawing upon relevant literature. Readers able to develop an understanding of the material. (10 pt.) | For the most part, explanations of concepts and theories are accurate and complete. Readers gain some knowledge of the topic. (9 pt.) | Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Readers gain little from the presentation (7.5 pt.) | No reference is made to literature or theory. Readers gain no new insights. (0 pt.) |
| Example of assessments used to indicate exposure – case study (5 pts) | Provides well-developed assessments related to the environmental exposure. Clear and concise. (5 pt) | Provided well developed assessments but left out a key indicator. (4 pts) | Provided assessments but left out several important items or they were incomplete. (3 pts) | Does not provide an assessment. (0 pt) |
| Health history questionnaire (5 pts) | Provides a well-developed health history questionnaire related to the environmental exposure. Clear and concise. (5 pt) | Developed a health history questionnaire which addressed most, but not all of the important items (4 pt) | Developed a health history questionnaire but left out several important items. (3 pt) | Does not provide a health history. (0 pt) |
| Concept map of environmental hazard - (5 pts) | Constructs an appropriate and complete concept map and includes examples; places concepts in an appropriate hierarchy and places linking words on all connections; produces a concept map that is easy to interpret. (5 pt.) | Places almost all concepts in an appropriate hierarchy and assigns linking words to most connections; produces a concept map that is easy to interpret (4 pt.) | Places only a few concepts in an appropriate hierarchy or uses only a few linking words; produces a concept map that is difficult to interpret (3 pt.) | Inappropriate structure. No differentiation of ideas. No evidence of meaningful relations. (0 pt.) |
| Future preventative measures (5 pts) | In-depth presentation of | Presented some | Explanations of ideas | Did not explain the |

| Area Graded | Exemplary | Good | Fair | Unacceptable |
|--|---|--|---|---|
| | preventative measures. (5 pt.) | preventive measures but left out a key point. (4 pt.) | were incomplete or vague. (3 pt.) | concept or apply to the clinical case study. (0 pt.) |
| Documentation / References (5 pts) References should be current (within 8 years unless a classic reference on that topic). If not, 2 points will be taken off of your score in this area. | If you have 5 or more citations. (5 pt) | If you have 4 citations (4 pt.) | If you have 3 citations but they are all from sources such as Wikipedia, or details are not given (3 pt) | If all citations are from textbooks or sources such as Wikipedia (no articles utilized) (1 or 2 pts) No resources cited (0 pt) |
| APA format for reference list (5 pts) | If all resources are written correctly (5 pt) | If most citations are written correctly (4 pt.) | If 50 to 75% of citations are written correctly (3 pt.) | If you do not have any resources cited or most or none are written correctly (0 pt.) |
| Organization of presentation / design (5 pts) | Presents information in logical, interesting sequence which audience can follow. Slides are easy to read and follow. (5 pt) | Information is logically presented. Most slides are easy to read. (4 pt) | Presenter jumps around at times and is not always easy to follow. Some slides are difficult to read. (3 pt) | Totally disorganized. (0 pt.) |
| Responses to another groups presentation (5 pts) | Response demonstrated a complexity of thought and was developed with supporting detail. (5 pt) | Response showed some depth and complexity of thought and contained supporting detail. (4 pt) | Posting was simplistic or stereotypical in thought. Minimal supporting detail. (3 pt) | Response is not completely developed and fails to discuss the topic. (0 pt) |

