MARION PECKHAM EGAN SCHOOL OF NURSING AND HEALTH STUDIES

A Message from the Dean

It is my great pleasure to welcome you to Fairfield University Marion Peckham Egan School of Nursing and Health Studies. In selecting Fairfield for your graduate education, you have chosen to join a community where excellence is valued and innovation is embraced. In the Jesuit tradition, the Marion Peckham Egan School of Nursing strives for Cura Personalis, or education of the whole person. The result of such an education is the development of advanced healthcare professionals, who are morally reflective healthcare leaders and scholars. Our students work to enhance the health and quality of life of individuals, communities and populations with consistent sensitivity to cultural differences and issues of social justice.

Healthcare has advanced greatly over the past century. Advances in medicine and technology have afforded society an unprecedented opportunity for extended quality and quantity of life. As the Affordable Care Act becomes fully implemented, access to healthcare will also be enhanced. The current challenge before graduate education is to work within an interprofessional team to achieve the highest level of health for those in our care. Given the global threats to economic and environmental conditions, this is a formidable challenge. However, our educational programs are prepared to meet this challenge. Our faculty are recognized around the world for their expertise in addressing the broad issues that impact global health. These faculty work together as a team to provide every student with the necessary tools and resources to become successful healthcare leaders.

You have chosen Fairfield for your graduate education because of the excellence of our programs and our outstanding faculty. As you gain new knowledge and skills, you will experience the dedication our faculty members have to your development. The relationships you build with your fellow classmates and faculty members will substantially impact your life and career, and the effects will extend long past your days as a student at Fairfield. As leading educators and scholars, our faculty contribute internationally recognized research and life-saving knowledge for the benefit of society.

The Marion Peckham Egan School of Nursing offers forward-thinking graduate programs leading to a Doctorate of Nursing Practice (DNP) or a Master of Science in Nursing (MSN). The DNP is a practice-oriented doctorate designed to prepare clinical experts and leaders at the highest educational level. Graduates are clinical and systems level experts who have the knowledge and skills to be effective and practical change agents. Advanced coursework in leadership, systems management, research translation, population health, informatics, and health policy provide the foundation for skill development. Our goal is to prepare the next generation of healthcare leaders with a sufficient depth and breadth of expertise to effectively collaborate as partners. Our graduates are prepared to lead interprofessional teams to enhance quality and safety of patients and families throughout environments of care.

The DNP program has two entry options - BSN to DNP or post-master’s DNP. At the BSN to DNP level, we offer three clinical tracks - Family Nurse Practitioner, Psychiatric Nurse Practitioner and Nurse Anesthesia. For those nurses who have already earned a master’s degree, we have two post-master’s options; advanced practice MSN to DNP or an Executive track (EDNP) designed specifically for current nurse leaders who are seeking a terminal DNP degree while remaining in and preparing for future leadership roles.

The MSN program offers three tracks - Family Nurse Practitioner, Psychiatric Nurse Practitioner and Nursing Leadership. The Nursing Leadership track is an advanced education nurse generalist master’s degree created in response to an urgent call for better patient outcomes and improved coordination in the delivery of healthcare services. There are two options for areas of focus - Clinical Systems Leadership and Integrated Healthcare Leadership.

Once again, we could not be more excited to provide you with the educational foundation necessary to support your personal objectives. We are pleased to join you on your lifelong journey toward professional development and encourage you to take advantage of all that Fairfield has to offer!

Meredith Wallace Kazer, PhD, CNL, AGPCNP-BC, FAAN
Dean and Professor, Marion Peckham Egan School of Nursing and Health Studies

Overview

The master’s degree in nursing and Doctor of Nursing Practice programs at Marion Peckham Egan School of Nursing are accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation).

Mission Statement

Consistent with the mission of Fairfield University to develop men and women for others, the Marion Peckham Egan School of Nursing and Health Studies inspires students to become leaders in healthcare. These students are actively engaged with faculty in practice, research, scholarship, and service. As a Jesuit institution, a central focus of our care is to improve health outcomes with particular attention given to the needs of underserved or vulnerable populations.

Vision Statement

Our vision is to create providers who demonstrate clinical excellence. Building on a tradition of caring, our commitment is to provide evidence-based, culturally sensitive interprofessional healthcare education.

Certification

The DNP and MSN degrees fulfill the academic requirements toward national certification. Nurse Practitioner or nurse anesthetist certification provides the necessary credentials to apply for and receive an Advanced Practice Registered Nurse license in the state of Connecticut. An APRN is required in Connecticut for nurses to have prescriptive privileges and receive third-party reimbursement.

Eligibility Requirements

The curricula leading to degrees in nursing from Fairfield University requires students to possess essential non-academic skills and functions required to engage in clinical practice. It is within the sole determination of Fairfield University and the Marion Peckham Egan School of Nursing to assess and determine whether a student meets these skills and functions. Eligibility Requirements for participation and completion in the nursing program shall include, but are not limited to, the following six capabilities:
Critical Thinking
Critical thinking ability sufficient for clinical judgment; student must be able to examine, interpret, analyze, and synthesize material for problem solving and evaluation of patient situations and own performance.

- Ability to assess, plan, establish priorities, implement and evaluate patient outcomes.
- Ability to calculate appropriate dosages for specific medications.
- Ability to use good judgment in establishing priorities and making appropriate decisions in client care.

Interpersonal and Communication
Relationship & communication abilities appropriate for interacting sensitively with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds. Ability to accurately and clearly communicate appropriate information regarding patient status and response to care, both orally and in writing.

- Interpersonal skills to communicate effectively with patients/families and members of the healthcare team.
- Ability to gather and record patient data concerning history, health status and response to care.
- Ability to give and follow verbal and written reports and directions to patients, families, and members of the health care team.

Sensory Abilities
Ability to observe, identify, and obtain information in order to assess, plan, provide and evaluate nursing interventions; student must possess adequate sensory abilities or be able to demonstrate appropriate and safe compensation for deficits.

- Visual acuity necessary to observe physical changes in health status, prepare and administer medications, and gather reference material and patient data from written and digital sources.
- Auditory ability to differentiate normal and abnormal heart, lung, & bowel sounds.
- Tactile ability to differentiate temperature and abnormalities of the skin, as well as unsafe patient care devices.
- Cognitive ability sufficient to read and understand directions, assignments, and patient documents.

Motor Skills and Mobility
Sufficient mobility, including the gross and fine motors skills needed to provide safe and competent nursing care, both routine and emergency.

- Sufficient motor skills necessary to perform physical care such as ambulation, positioning, and assist with activities of daily living as needed.
- Fine motor skills needed for basic assessment such as palpation, auscultation, and percussion.
- Mobility sufficient to carry out patient care procedures such as suctioning, positioning, and drawing up medication into a syringe.

Emotional Stability
Emotional stability for providing care safely to patients and their families within a rapidly changing and often stressful healthcare environment; the ability to monitor and identify one's own and others' emotions, and use the information to guide thinking and actions.

- Integrity needed to make ethical decisions and honor the professional code of nursing.
- Emotional ability to maintain calm in a crisis and emergency situation.
- Ability to develop mature relationships with the healthcare team and modify behavior in response to constructive feedback.

Physical Health and Abilities
Physical health and stamina sufficient to provide care to diverse patient populations.

- Sufficient energy and ability to manage a typical patient assignment in a variety of settings for a full seven-hour clinical day.
- Physical health necessary to care for those who are immunocompromised, incapacitated, and/or otherwise vulnerable.

Health and Professional Requirements
All students in the DNP and MSN programs must provide proof of current Connecticut RN or APRN licensure and, if born after 12/31/1956, documentation of measles and rubella, prior to starting the program.

The graduate nursing program at Fairfield University requires the successful completion of the clinical component of the curriculum. Most clinical sites require students to complete a criminal background check and drug screening before participating in clinical placements. In addition, national certification agencies may determine that persons with criminal convictions are not eligible to sit for national certification examinations and state laws may restrict/prohibit those with criminal convictions from acquiring a professional license to practice following graduation. Therefore, it is the policy of the Egan School of Nursing and Health Studies that all admitted students must satisfactorily complete a criminal background check and drug screens prior to participating in the clinical component of the curriculum and may be required more than once depending on agency placement. These will be completed at the student's expense at a location designated by the University. Fairfield University and the Egan School of Nursing and Health Studies have no obligation to refund tuition or otherwise accommodate students in the event that a criminal background check or drug screening renders the student ineligible to complete required courses or clinical placement(s).

In addition, prior to starting clinical practicum courses, students must provide documentation of the following health and professional requirements. With the exception of the OSHA requirement, all documentation is submitted directly to CastleBranch.com (https://www.castlebranch.com) (which tracks student health requirements):

- Current Connecticut RN License (For all MSN and DNP Students).
- Current Connecticut APRN license (For Advanced Practice MSN-DNP Students). Please note a copy of both your APRN and RN License must be provided.
- Cardiopulmonary Resuscitation. Healthcare Provider (American Heart Association), Professional Rescuer (American Red Cross) or American Red Cross CPR/AED for Lifeguard Certification is the minimum requirement. Please note that the American Heart Association certifies for two years. Students must remain certified throughout the program.
- Student Nurse Practitioner Liability Insurance (For all BSN-DNP and MSN Students in the Family and Psychiatric Nurse Practitioner Tracks).
- Professional RN Liability Insurance (For MSN Students in the Nursing Leadership Track).
- Professional APRN Liability Insurance (For Advanced Practice MSN-DNP Students).
• OSHA certification. Fairfield University School of Nursing OSHA training requirements must be met each year prior to clinical practica.
• Annual physical examination and non-reactive Mantoux test.
• Immunizations. Proof of immunization/titre must be provided for hepatitis B, measles, mumps, rubella, varicella, and diphtheria-tetanus.

Arrangements for clinical practica will not be made until all health and professional requirements are met and students are cleared for clinical by CastleBranch.com.

## Degrees

- Doctor of Nursing Practice ([https://catalog.fairfield.edu/graduate/nursing-health-studies/programs/dnp](https://catalog.fairfield.edu/graduate/nursing-health-studies/programs/dnp))
  - BSN to DNP
    - Nurse Anesthesia
    - Nurse Midwifery
    - Family Nurse Practitioner
    - Psychiatric Nurse Practitioner
  - MSN to DNP
    - Executive DNP
    - Advanced Practice DNP
- Master of Science in Nursing ([https://catalog.fairfield.edu/graduate/nursing-health-studies/programs/msn](https://catalog.fairfield.edu/graduate/nursing-health-studies/programs/msn))
  - Nursing Leadership
  - Family Nurse Practitioner
  - Psychiatric Nurse Practitioner

## Courses

**NS 0521 Advanced Nursing Roles for Systems Leadership and Improvement**  
4 Credits

This course provides evidence-based knowledge and skills to maximize the development of one’s leadership role in evolving and challenging healthcare systems. Discussion of advanced nursing roles will be explored as vital members of the interprofessional team. Discussion and clinical application will focus on supporting students to develop their ability to be collaborative, knowledge-based decision makers and facilitators in the context of systems analysis and improvement. The intent of this course is to explore the many facets of leadership and healthcare improvement, and to examine strategies that will develop nurse leaders to promote health, improve outcomes, and facilitate the design of high-performing systems that better serve patients, families, staff, and the organization. Students will develop proficiency in reflective practice, and evaluating and communicating data as a means to support systems improvement. 42 theory hours, 50 clinical hours.

**NS 0523 Quality Outcomes Management I**  
4 Credits

**Prerequisites:** NS 0521, NS 0601, NS 0604, NS 0605, NS 0608, NS 0614, NS 0640, NS 0641.

Students in this course implement the interdisciplinary role of the Nurse Leader. Emphasis is placed on identifying patient outcomes and designing systems to effectively manage these outcomes. Under the mentorship of faculty and an agency preceptor, students implement clinical and teaching interventions to promote positive patient outcomes. Using leadership and management skills, students demonstrate clinical competence through implementation of various aspects of the nursing leadership role. Methods of evaluating patient outcomes are explored and implemented in clinical settings. Clinical conferences provide the framework for analyzing students’ experiences in transitioning to the nursing leadership role. 28 theory hours; 100 clinical hours.

**NS 0524 Quality Outcomes Management II**  
5 Credits

**Prerequisite:** NS 0523.

Students in this course implement the interdisciplinary role of the clinical nurse leader (CNL) to design systems for the effective management and evaluation of patient outcomes across the continuum of care. Under the mentorship of faculty and an agency preceptor, students complete, as their capstone project, an evidence-based organizational change that builds upon a clinical problem examined in previous courses. Projects integrate best practices, principles of effective leadership and negotiation skills, use of information systems to evaluate patient outcomes, and theories of organizational behavior in the design of their healthcare initiative. Clinical conferences provide a venue to analyze students’ experiences in transitioning to the CNL role and to explore their role in creating the future of nursing. 250 clinical hours.

**NS 0525 Master’s Leadership Practicum**  
3 Credits

**Prerequisites:** NS 0521, NS 0601, NS 0604, NS 0605, NS 0608, NS 0614, NS 0640, NS 0641.

This practicum builds upon experiences gained in the Integrated Healthcare Leadership Track to expand student opportunities to apply nursing and healthcare improvement principles in a variety of settings. Students and faculty develop specific practicum sub-objectives that lead to increasing independence and accountability in practice. Students complete a capstone project that reflects critical thinking, decision-making skills, and the ability to incorporate leadership process. The capstone is an analysis, synthesis, and utilization of knowledge from previous courses and experiences. Integrated Healthcare Practicum projects specifically highlight the student’s work in graduate electives, specific healthcare interests and clinical expertise. 150 clinical hours.

**NS 0598 Independent Study**  
1-5 Credits

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Enrollment by permission of the instructor and dean only.

**NS 0601 Epidemiology and Biostatistics**  
3 Credits

This course presents epidemiologic principles and biostatistical methods for the presentation and analysis of health-related data. Data from a variety of sources will be used to draw inferences about the health status of populations. Biostatistical techniques are used to examine relationships among contributing factors for population health in order to plan and evaluate health services and programs. Epidemiological methods for conducting studies will be discussed in detail, with an emphasis on group and population methods. Ethical issues related to the application of biostatistics and data privacy, such as IRB requirements, genomics, population genetics, clinical trials, and public health epidemiological studies are addressed. 42 theory hours.
NS 0602 Healthcare Economics and Marketing 3 Credits
This course begins by applying microeconomic theory to the health sector of the U.S. economy with a focus on financial incentives throughout the healthcare system. Topics include the demand for healthcare and health insurance, quality improvement, managed care and the role of government. The U.S. experience is compared to healthcare systems in other countries. Evidence-based skills include cost analysis, basic regression analysis, and business plan and budget development. 42 theory hours.

NS 0604 Advanced Health Assessment 4 Credits
Prerequisite: Demonstrated competency in basic health assessment.
This core course focuses on the holistic and comprehensive health assessment of individuals and families from diverse populations. Its purpose is to provide a foundation for primary prevention and health promotion through appropriate screening and risk assessment. The course also includes history-taking, advanced physical examination, and the introduction of laboratory assessment data. The course provides students with the opportunity to develop the comprehensive assessment skills required for advanced nursing practice and advanced education generalist roles. Case analysis is used to integrate critical thinking and develop differential diagnosis and treatment plans for clients across environments of care. All students participate in a 1-credit nursing lab, which provides an opportunity to develop comprehensive health assessment skills at an advanced level. Clinical Exam fee for FNP students: Approximately $400. 28 theory hours, 56 lab hours.

NS 0605 Advanced Healthcare Policy 3 Credits
This course focuses on the analysis of healthcare policy principles that impact practice-level and system-wide practice initiatives influencing quality of care delivery. Principles of healthcare financing and its impact on healthcare policy development across all stakeholders are evaluated. Students gain skills in participating in institutional, local, state, federal, and international health policy, influencing policy makers involved in healthcare. Current health policy is analyzed and new proposals debated on issues ranging from access for the uninsured to palliative care, mental health parity to long-term care reimbursement, and pay for performance to entry level education for health professionals. Analysis and debate considers differences in nations and cultures. 42 theory hours.

NS 0608 Research Methods for Evidenced-Based Practice 3 Credits
This course prepares advanced nurses to identify practice problems and critique current research for relevance and application to practice. An overview of the philosophy of science and knowledge development in relation to the development of nursing science and middle range theories will be presented. Basic concepts of qualitative and quantitative research methods will be examined. Using a reflective research approach, students identify a practice problem to address a clinical question derived from a problem identified within a specific population or setting, and develop a plan for implementing an evidence-based practice project. 42 theory hours.

NS 0609 Role Reflective Practice for MSN-DNP Students 1 Credit
This online module course introduces reflective practice, portfolio development, and health policy for the doctoral of nursing practice student. The methods, processes, applications, benefits, and limitations of reflection and reflective practice are examined. Advanced practice roles of expert clinician, collaborator, educator, teacher, consultant, advocate, researcher, and manager are addressed through exemplars of reflective praxis. Students identify and analyze a health policy issue and develop strategies to influence the political process toward change. 14 theory hours.

NS 0610 Advanced Nursing Roles and Reflective Practice 3 Credits
This course examines advanced nursing roles within a reflective practice model. The methods, processes, applications, benefits, and limitations of reflection and reflective practice are discussed. Advanced nursing roles of expert clinician, collaborator, educator, teacher, consultant, advocate, researcher, and manager are addressed as exemplars of reflective praxis. An overview of the history of advanced nursing practice and reflective practice are discussed. In addition, practice issues are addressed including: the impaired professional, credentialing, regulation, legal, ethical, and cultural considerations. Communication, self-awareness, and partnership are promoted as integral to reflective advanced nursing practice. 42 theory hours.

NS 0611 Population Health 3 Credits
This course presents the foundational skills required for DNP students to engage in a systematic approach to promoting population health. Evidence-based strategies inform how to identify and assess at-risk populations, implement both preventive and therapeutic interventions, and assess outcomes at the population level. Models of health promotion and illness prevention synthesize psychological, biophysical, cultural, and social dimensions to analyze population-based health outcomes. Social determinants of health, Healthy People 2020, Institute for Healthcare Improvement (IHI), and Institute of Medicine 2012 Report: Primary Care and Public Health: Exploring Integration to Improve Population Health documents are examined as a basis for moving beyond individual interventions to promote change and health equity, and to support population health at institutional, local, state, and national levels. The impact of population health interventions are analyzed based on national initiatives, trends and standards.

NS 0612 Research Translation for Clinical Practice 3 Credits
Prerequisites: NS 0601, NS 0608.
This course focuses on the critical analysis, synthesis and application of qualitative and quantitative research methods for improvement of outcome indicators at the individual, family, system and population level. Emphasis will be placed on current paradigms of scholarship including Boyer’s Model of Scholarly Nursing and the philosophy of reflective practice, bridging the gap between research and practice, and outcome assessment in advanced nursing practice. The evaluation of instruments to measure outcomes and methods of qualitative analysis will be examined, and ethical and legal considerations will be addressed as they relate to the IRB process. The process of identifying potential sources of grant funding and models of long-term program evaluation will also be explored. Students will develop an iRB-ready project proposal based upon a previously identified practice problem within their area of specialization. 42 theory hours.

NS 0613 Finance and Quality Management in Healthcare Organizations 3 Credits
This course focuses on finance and quality management in complex healthcare systems. Students develop the ability to make sound decisions and be change agents through the use of interprofessional collaboration and nursing consultation. As a member and leader of interdisciplinary teams, safe, reliable, and cost-effective care for individuals, cohorts and communities is designed and evaluated for best practices. Principles of business, finance, risk management, and economics are examined in order to analyze, develop and implement practice-level and system-wide practice initiatives. Leadership and the process of healthcare delivery from a systems perspective emphasize continuous process improvement to achieve quality outcomes. Effective strategies are evaluated for managing the ethical dilemmas inherent in patient care and healthcare organizations. 42 theory hours.
NS 0614 Information Technology for Healthcare Improvement  
This course focuses on the evaluation and utilization of information systems and technology in order to support and improve patient care and health care systems, providing leadership within health care systems and/or academic settings and impact quality improvement initiatives with emphasis on the macro and meso system levels. Discussion focuses on the design, selection and utilization of information systems as a means to evaluate programs of care, outcomes of care and care systems. In addition, students will evaluate the use of information systems and technology resources using case studies to implement quality improvement initiatives, support practice and administrative decision-making, and apply budgetary and productivity tools to support and improve patient outcomes. Discussion of the legal, ethical and cultural issues as they relate to the use of information technology for improvement of health care will be woven throughout the course. 42 theory hours.

NS 0615 Leadership and Interprofessional Collaboration  
The intent of this course is to facilitate the development of collaborative leadership skills for nurses to lead and improve outcomes and facilitate the design of high performing clinical settings in a global society. Theories of leadership, management, and organizational behavior such as vision, motivation, group dynamics, interpersonal relations, negotiation, organizational politics, career development, job design, communication, conflict management, and consultative processes are applied to healthcare settings. Emphasis is on collaboration with interprofessional teams to improve outcomes for patients, families, staff, and healthcare systems. 42 theory hours.

NS 0640 Advanced Physiology and Pathophysiology  
The course focuses on the physiological processes central to biophysical and psychopathologic alterations of function across the lifespan. Analysis of physiologic responses and implications of genetics and genomics with illness are included. Interpretation of laboratory data for patient management of acute and chronic disease is discussed. Students analyze case studies of hospitalized and primary care patient scenarios. 42 theory hours.

NS 0641 Advanced Pharmacology  
**Prerequisite:** NS 0640 or NS 0669. 
This course focuses on the pharmacotherapeutic principles of drugs most commonly prescribed by advanced practice nurses and evaluated by advanced education nurses. Emphasis is placed on the process of selecting appropriate agents for the patient’s genetic profile, and monitoring adverse drug reactions or interactions with prescription, over-the-counter and alternative therapies. The role of the advanced practice nurse and advanced education nurse in educating and counseling patients across the life span with regard to medication use and the unique affect on individuals is discussed. This course is designed to meet the pharmacology requirement for APRN licensure in Connecticut. 42 theory hours.

NS 0642 Adult Health I  
**Prerequisites:** NS 0604, NS 0640, NS 0641. 
This course focuses on the primary healthcare of the adolescent, adult, and older adult, particularly regarding the assessment, diagnosis, treatment, management, and evaluation of risk factors and problems commonly encountered by the advanced practice nurse. Management of both the physical and behavioral mental health issues common to adult acute and chronic health problems is included. The identification and clinical management of abnormal findings generated from age-appropriate screenings, genetic history, and cultural assessments are addressed. Case studies depicting problems encountered from adolescence through older adulthood are discussed. Emphasis is placed on critical thinking and clinical judgment as they relate to the development of appropriate differential diagnoses. Additionally students learn nonpharmacological and pharmacological approaches to the management of problems in interprofessional teams, participate in shared decision making with patients/families regarding treatment options, as well as manage target goal evaluation. Nationally accepted evidence-based practice guidelines for frequent ICD code diagnoses and review of treatment costs are analyzed. 42 theory hours.

NS 0643 Adult Health II  
**Prerequisite:** NS 0642. 
This course focuses on the primary healthcare of the adolescent, adult, and older adult, particularly regarding the assessment, diagnosis, treatment, management, and evaluation of risk factors and problems commonly encountered by the advanced practice nurse. Management of both the physical and behavioral mental health issues common to adult acute and chronic health problems is included. The identification and clinical management of abnormal findings generated from age-appropriate screenings, genetic history, and cultural assessments are addressed. Case studies depicting problems encountered from adolescence through older adulthood are discussed. Emphasis is placed on critical thinking and clinical judgment as they relate to the development of appropriate differential diagnoses. Additionally, students learn nonpharmacological and pharmacological approaches to the management of problems in interprofessional teams, participate in shared decision making with patients/families regarding treatment options as well as managed target goal evaluation. Nationally accepted evidence-based practice guidelines for frequent ICD code diagnoses and review of treatment costs are analyzed. 56 theory hours.

NS 0644 Practicum in Adult Health I  
**Prerequisite:** NS 0643. 
Students apply theoretical learning about genetic implications, exacerbations, complications, and remissions of acute and chronic illnesses in the primary care of adults from adolescence through older adulthood in various care environments. Under the supervision of a nurse practitioner, physician assistant or physician, students provide primary care to adult patients from diverse populations. Clinical conferences provide an opportunity for discussion and sharing of patient issues encountered in the practicum as they relate to the diagnosis, treatment, management, shared decision making, evaluation and prevention of illness, ethical and cost implications, risk assessment, and health promotion. Reflective practice techniques are used to document selective patient encounters. The advanced practice role components of clinical practice, consultation, collaboration, and education are discussed and analyzed in the clinical conference. 200 clinical hours.
NS 0645 Care of Children and Families 3 Credits
Corequisite: NS 0646.
Prerequisite: NS 0643.
The assessment, diagnosis, treatment, management, and evaluation of risk factors and health problems of children, adolescents and families across environments of care are addressed. Consideration is given to the unique needs of culturally diverse patients, as well as the management of both physical and behavioral mental health manifestations commonly associated with acute and chronic health problems in primary care. The identification and clinical management of abnormal findings generated from age-appropriate assessments are a focus within this course. Emphasis is placed on critical thinking and clinical judgment as they relate to the development of appropriate differential diagnoses and approaches to the interprofessional health management including participation and shared decision making with children and parents regarding treatment options. Nationally accepted evidence-based practice guidelines are followed. Family theory is studied along with the impact of illness and violence on the family. 42 theory hours.

NS 0646 Practicum in Care of Women, Children, and Families 4 Credits
Corequisite: NS 0645.
Prerequisite: NS 0644.
Students synthesize theoretical learning about prevention, exacerbation, complications, and remission of acute and chronic illnesses in caring for families from diverse backgrounds in varied care environments under the supervision of a nurse practitioner, physician assistant, nurse midwife, or physician. Clinical conferences provide an opportunity for discussion and sharing of issues encountered in the practicum as they relate to the diagnosis, treatment, management, evaluation, and prevention of illness within the interprofessional team. Ethical and cost implications of selected interventions, as well as health promoting strategies, and shared decision making, are examined for the child, adolescent, woman, and family. The advanced practice role components of clinical practice, consultation, collaboration, and education are discussed and integrated in the clinical practicum and conference. 200 clinical hours.

NS 0647 Care of At-Risk Populations 3 Credits
Corequisite: NS 0648.
Prerequisites: NS 0644, NS 0645.
This course focuses on the complex management of primary care problems experienced by individuals across the lifespan. Risk factors including infectious disease, inflammatory state, immunological deficiency, obesity, age, genetic predisposition, psychosocial status, and behavioral health problems and how they influence the management of an individual’s health status are studied. The impact of issues such as mistreatment, abuse, homelessness, incarceration, and end-of-life concerns on healthcare needs are also examined. Students will explore issues of healthcare delivery across environments of care as they integrate all aspects of the advanced practice nurse role including shared decision making and interprofessional collaboration. Additional pharmacology is discussed for each system for a minimum of five hours. Reflective practice techniques are used to document selective patient encounters. A culminating project, selected by faculty and student, involving synthesis and use of knowledge from previous coursework and practica experiences is required. 42 theory hours.

NS 0648 Practicum in Care of At-Risk Populations 4 Credits
Prerequisites: NS 0646, NS 0647*.
Students synthesize theoretical learning about prevention, exacerbation, complications, and remission of acute and chronic illnesses in the primary care of patients across the lifespan with multiple risk factors. Students gain knowledge in caring for patients experiencing or anticipating potential health crises collaboratively with the interprofessional healthcare team. Clinical conferences provide an opportunity for discussion of the impact of how varying factors such as obesity, culture, presence of behavioral disease, immunological status, presence of infectious disease, psychosocial status, and genetic predisposition relate to the diagnosis, treatment, management, evaluation, and prevention of illness. Strategies for using ethical guidelines, risk management, shared decision making, and health promotion in a cost-effective fashion with these individuals is stressed. Students maximize their leadership ability by delivering primary care creatively to patients in clinics, private practices, urgent care centers, Emergency Departments, long-term care facilities, prisons, college and school based clinics. 200 clinical hours. (*indicates concurrency allowed)

NS 0650 Psychopathology 3 Credits
This course examines theories of personality and development with an aim to understand what motivates human behavior. The neurophysiology of psychopathology is examined within a trauma-informed explanatory model. Approaches examined include attachment, relational, psychodynamic, and social psychology theories. These models are discussed as they pertain to various diagnostic categories and cultural groups with an emphasis on reflective analysis and application to practice. Case studies and reflective application papers are used to illustrate integration and synthesis of knowledge. 42 theory hours.

NS 0652 Mental Health Nursing of Individuals 3 Credits
Prerequisites: NS 0521 or NS 0609 or NS 0610; NS 0604, NS 0640, NS 0641, NS 0650.
This course provides an overview of individual psychotherapeutic treatment across the lifespan using a neuroscience relationship-based framework for practice. Emphasis is on the development of empathy and therapeutic relationship through partnership, shared decision making, recovery oriented principles, and integration of reflective practice. Evidence-based techniques are discussed, which include short-term psychodynamic, cognitive-behavioral, EMDR, and motivational interviewing. Ethical, legal, age and ethno-cultural considerations are discussed as they relate to the treatment of individuals with psychiatric disorders and mental health problems. 42 theory hours.

NS 0661 Mental Health Nursing of Groups and Families Across the Lifespan 2 Credits
Corequisite: NS 0666B.
Prerequisite: NS 0652.
This course addresses the basic tenets of group and family therapy across the lifespan for the psychiatric-mental health nurse practitioner. Students examine major concepts of group development, dynamics, and leadership techniques, as well as approaches to family (including the works of Bowen, Haley and Minuchin), with opportunities to incorporate shared decision making and reflect upon choice of techniques appropriate for different age groups and the role of the therapist. Videotape and experiential exercises are used to enhance learning, and ethical, spiritual, and ethno-cultural considerations are addressed. 28 theory hours.
This course is designed to develop increasing independence and clinical judgment in primary mental health nursing with an emphasis on interprofessional collaboration and shared decision making with patients/families regarding treatment options. Building on knowledge from preceding coursework, students apply theories, multifaceted treatment modalities, cultural and spiritual considerations in the management of complex and/or chronically ill vulnerable populations across the lifespan. Evidence-based research and practice guidelines are incorporated into comprehensive plans of care for complex diverse populations with psychiatric diagnoses and mental health problems. 42 theory hours.

This course focuses on the assessment, diagnosis, treatment, management and evaluation of risk factors and mental health problems of infants, children and adolescents across systems of care. Building on knowledge from preceding coursework, students apply developmental, family, interpersonal, attachment, and neurobiological theories and research, multifaceted treatment modalities, cultural and spiritual considerations in the management of behavioral health problems of infants, children and adolescents. 28 theory hours.

Practica experiences give students the opportunity to integrate primary mental health skills and meet the competencies required by the PMHNP Program. Focus is on the continuous and comprehensive care necessary for the promotion of optimal mental health, prevention, and treatment of mental health problems and psychiatric disorders. Practica experiences are designed to synthesize reflective practice skills as an advanced practice psychiatric nurse. Clinical sites may include a wide range of settings, such as outpatient clinics, shelters, prisons, inpatient settings, long-term care, and home health care. Supervision is provided by the preceptors in the clinical agency. Group supervision on campus facilitates the consolidation of critical reflection and clinical judgment. All objectives must be met in order to graduate and many will be met many times throughout the practica. A minimum of 16-17 different objectives are documented as met in each practicum depending on the clinical site and illustrated through the Clinical Case Narrative Assignment. More than one Clinical Case Narrative may be needed in order to demonstrate that a minimum of 16 objectives are met for that practicum. 200 clinical hours.

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NS 0666B Practicum II: PMHNP  4 Credits
Corequisite: NS 0661.
Practica experiences give students the opportunity to integrate primary mental health skills and meet the competencies required by the PMHNP Program. Focus is on the continuous and comprehensive care necessary for the promotion of optimal mental health, prevention, and treatment of mental health problems and psychiatric disorders. Practica experiences are designed to synthesize reflective practice skills as an advanced practice psychiatric nurse. Clinical sites may include a wide range of settings, such as outpatient clinics, shelters, prisons, inpatient settings, long-term care, and home health care. Supervision is provided by the preceptors in the clinical agency. Group supervision on campus facilitates the consolidation of critical reflection and clinical judgment. All objectives must be met in order to graduate and many will be met many times throughout the practica. A minimum of 16-17 different objectives are documented as met in each practicum depending on the clinical site and illustrated through the Clinical Case Narrative Assignment. More than one Clinical Case Narrative may be needed in order to demonstrate that a minimum of 16 objectives are met for that practicum. 200 clinical hours.

NS 0667 Psychopharmacology  2 Credits
This course prepares the advanced practice psychiatric nurse to prescribe psychotropic medication for patients across the lifespan. Assessing for the need for medication, selection of appropriate medication, genetic and genomic assay testing, medication rule-outs, baseline tests for screening, safe and proper monitoring, and beginning/advanced pharmacotherapy options are discussed for a variety of psychiatric diagnoses. Shared decision making with patients/families regarding treatment options to obtain optimum treatment outcomes is emphasized with respect to issues of adherence and recovery-focused practice. 14 theory hours. Open to nursing students only.

NS 0668 End-of-Life Nursing Education Consortium Core Curriculum  3 Credits
This course will cover the ELNEC Core Curriculum, which contains eight modules addressing critical aspects of end-of-life care. These modules include: Palliative Nursing Care, Pain Management, Symptom Management, Ethical Issues in Palliative Care Nursing, Cultural Considerations in Palliative Care, Communication, Loss, Grief and Bereavement, Final Hours and Leadership. Upon completion of the course, student will be a “train-the-train” for the ELNEC Core curriculum. Teaching resources will be provided to allow the student to educate other nurses about palliative and end-of-life care. 42 theory hours.
NS 0669 Advanced Pathophysiology for Anesthesia Practice 4 Credits
This course focuses on the pathophysiological processes central to alterations in function across the lifespan. Analysis of pathophysiologic responses, implications of genetics and genomics, and laboratory data pertinent to acute and chronic disease is discussed. Students analyze the pathophysiology of patients presenting for in-patient and ambulatory procedures using a case study approach. 56 theory hours.

NS 0670 Human Anatomy and Physiology for Nurse Anesthetists 3 Credits
This course presents an in-depth study of human anatomy and advanced physiologic principles as they relate to nurse anesthesia practice. An overview of cellular physiology and function is presented. Special attention is placed on the cardiovascular, respiratory and renal systems, as well as the normal neuroendocrine response to stress. Tests of respiratory and cardiovascular function are reviewed and their analysis discussed. 42 theory hours.

NS 0687 DNP Immersion 1-6 Credits
DNP graduates are healthcare leaders who will care for a cohort of patients within their specialty, while using a cross-population perspective to assess, manage, and evaluate common problems. The immersion experience prepares the graduate in the design, delivery, and evaluation of evidenced-based care incorporating advanced practice nursing competencies. In addition, students will provide leadership in promoting evidenced-based practice in the advanced practice specialty while functioning as a practice specialist/consultant in the resolution of clinical problems. The DNP immersion experience requires a minimum of 1,000 practicum hours, post-baccalaureate, and incorporates completion of a clinical portfolio at the end of the program. 50 to 250 clinical hours.

NS 0687F DNP Immersion 1 Credit
See NS 0687.

NS 0697 DNP Seminar I 1 Credit
DNP Seminar I provides the foundation for development of the DNP Portfolio and the scholarly DNP Project. In conjunction with the first two research courses in the DNP curriculum, this seminar gives students the opportunity to further refine their proposed DNP project aimed at improving the healthcare delivery system or patient outcomes. This project could be a pilot study, a program evaluation, a quality improvement project, an evaluation of a new practice model, or another project with a similar practice improvement focus. Project plans are developed to include the identification of an appropriate clinical practice problem, the patient/system/population outcomes that the project is intended to affect, the proposed project site, and the proposed steps form implementation and outcome assessment. Students will continue to work with their Portfolio Advisor in developing the project. In addition, students will evaluate their initial development of the DNP Portfolio and identify potential Immersion experiences that focus on achieving program outcomes.

NS 0698 Independent Study 1-3 Credits
Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Enrollment by permission of the instructor, DNP Program Director, and/or Dean only.

NS 0699 DNP Seminar II 1 Credit
Prerequisite: NS 0697.
DNP Seminar II is designed to provide students with the opportunity to synthesize knowledge as they transition to advanced practice nursing at the doctoral level. The seminar reflects integration of all course work and experiential learning in order to demonstrate the students’ integration and utilization of evidence based-practice, finance, management, quality improvement, informatics, leadership, ethics, and reflective practice in the management of individual patients, populations, and healthcare systems. Students will be given an opportunity to develop a poster for professional presentation, give case presentations developed during immersion experiences, present drafts of manuscripts and/or practice guidelines, and participate in the peer review process to demonstrate expertise and decision making skills in their individual area of specialization.

NSAN 0671 Pharmacologic Strategies in Anesthesia Practice 3 Credits
Prerequisites: NS 0604, NS 0670, NSAN 0673.
This course presents a comprehensive study of the pharmacokinetics, pharmacodynamics and pharmacogenetics of drugs utilized in anesthesia practice. Students will focus upon the mechanisms of action of inhalational anesthetics, intravenous anesthetics, and neuromuscular blocking agents. Special attention will be placed upon the comparative pharmacology of all anesthetic agents as well as their effects on all organ systems. Emphasis will be placed on the practical applications of the anesthetic agents through case presentations and group discussion.

NSAN 0673 Chemistry and Physics for Nurse Anesthetists 3 Credits
This course provides a detailed discussion of basic organic, inorganic and biochemical principles, and basic physical principles as they related to nurse anesthesia practice. Emphasis is placed upon the behavior of gases and the gas laws, principles of diffusion, gas flow and resistance, acid-base balance, and the biochemical processes necessary for basic cellular function. In addition, the basic physical principles of work, energy, light, electricity and radiation are discussed with a focus on operating room safety and the use of biomedical equipment. Group discussion is utilized to facilitate the application of these principles to the clinical setting.

NSAN 0675 Clinical Orientation and Specialty Rotations 1 Credit
Prerequisite: NSAN 0671.
Clinical orientation is designed to introduce the student to the hands-on basics of nurse anesthesia practice. Emphasis will be placed on anesthesia equipment setup drug preparation, basic airway management skills and basic regional anesthesia skills. In addition, students will begin the process of developing patient specific anesthesia care plans on simulated patients utilizing current best practices. Students also take part in an orientation to the PACU, anesthesia pain service, anesthesia preoperative holding area, preoperative testing and respiratory therapy service. These rotations introduce the student to the adjunct hospital services necessary for the care of the patient during the perioperative period. Current standards of care and codes of ethical practice will also be explored.

NSAN 0676 Clinical Practicum I 1 Credit
Prerequisites: NSAN 0675, NSAN 0676.
Clinical Practicum I is designed for the novice practitioner to integrate academic knowledge with basic practical application. Emphasis will be placed on basic airway management, function and usage of anesthesia equipment; pre-operative assessment and evaluation, intra-operative management and post-anesthesia management for healthy ASA class I and class II patients. The student works side by side with a certified anesthesia provider at all times.
This course presents a comprehensive study of the regional anesthesia techniques currently utilized in clinical practice. Basic principles of neuroscience, pharmacology of local anesthetics and ultrasound technology will be applied. Emphasis will be put on the appropriate selection and application of regional techniques to achieve optimal anesthesia and analgesia for surgery and pain management. Teaching methods will include lecture, demonstration and hands-on regional workshops.

This clinical practicum provides experience for the beginning intermediate student practitioner who has demonstrated successful completion of clinical practicum I. Clinical practicum II deals with the incorporation and integration of knowledge, skills and objectives for a more comprehensive and complex range of patients and surgeries. Emphasis is placed on the development of independent critical decision making skills as the students begins to gain independence in practice.

This course provides students with the opportunity to integrate knowledge necessary for professional nurse anesthesia practice utilizing comprehensive case presentations, which integrate and discuss current anesthesia topics, equipment, techniques and practices involved in current anesthesia case management. Ethical considerations as they apply to specific case management will be discussed. This review will utilize a combination of didactic lectures, exams, case presentations and seminar discussions. An emphasis will be placed on neuroanesthesia and the anesthetic management for major coexisting disease in preparation for the national certification exam.
NSMW 0620 Antepartum Care  3 Credits  
Corequisites: NS 0604, NS 0640, NSMW 0621.  
This course introduces students to the theory and practice of nurse-midwifery, with an emphasis on antepartum care. Care of the pregnant woman, fetus, and childbearing family during the prenatal period are explored holistically from each of the following perspectives: biological, physiological, developmental, and cultural. The educational and nutritional needs of the pregnant woman are examined. Students learn how to perform comprehensive assessments on a pregnant woman at all gestational ages, as well as the timing and indication of screening tests during pregnancy. An emphasis is placed on prevention and screening based on evidenced-based research. Normal fetal growth and fetal testing options are covered. Research-based advanced nursing interventions, including physiological, psychosocial and pharmacological interventions to promote, to maintain, and to restore the optimal health of women in pregnancy are explored. Clinical practice guidelines are highlighted and attention given to cultural, socioeconomic and family variations in the provision of care in the antepartum setting.

NSMW 0621 Antepartum Clinical  2 Credits  
Corequisites: NS 0604, NS 0640, NSMW 0620.  
As the first practicum in the nurse-midwifery specialty, this clinical focuses on providing evidence-based care and utilizing health promotion when caring for the pregnant woman. Emphasis is placed on the physical exam of a pregnant woman, assessment of fetal wellbeing, and providing prenatal education. Students use critical thinking and clinical judgment as they relate the provision of care to pregnant woman. Evidence-based practice guidelines are followed to provide routine prenatal care as well as to recognize abnormal findings. The assessment, diagnosis, treatment, management and evaluation of risk factors and health problems will be addressed. Attention is given to cultural, socioeconomic and family variations in the provision of care in the antepartum setting.

NSMW 0622 Women's Primary Care and Gynecological Health I  3 Credits  
Corequisites: NS 0601, NS 0608, NS 0697.  
Prerequisites: NS 0604, NS 0610, NS 0640, NSMW 0620, NSMW 0621.  
This course focuses on the provision of reproductive-based health care to non-pregnant women across the lifespan and on the provision of primary care to both non-pregnant and pregnant women. This course examines current primary care and gynecological women’s health care practices and theories from the following disciplines: biological, genetic, psychological, developmental, sociocultural and cultural. Students in this course will develop critical thinking, clinical care skills, and management strategies for a holistic approach to primary care and gynecologic care of women. Family planning and contraceptive options will be reviewed. Emphasis is on comprehensive assessments and screening recommendations from evidence-based research. Concepts related to health promotion are provided. The primary care management of selected common health conditions affecting women will be covered. Additionally, pharmacology specific to gynecologic and primary care issues will be included.

NSMW 0623 Women's Primary Care and Gynecological Health II  3 Credits  
Corequisite: NSMW 0624.  
Prerequisites: NS 0641, NSMW 0622.  
This course is a continuation of NSMW 0622 and focuses on the provision of reproductive-based health care to non-pregnant women across the lifespan and on the provision of primary care to both non-pregnant and pregnant women. This course further examines current primary care and gynecological women’s health care practices and theories from the following disciplines: biological, genetic, psychological, developmental, sociocultural and cultural. Students in this course will develop critical thinking, clinical care skills, and management strategies for a holistic approach to primary care and gynecologic care of women. Emphasis is on comprehensive assessments and screening recommendations from evidence-based research. Having been introduced to the primary care and gynecologic health promotion and maintenance of women in NSMW 0622, this course will explore beyond these concepts, and further examine the abnormal conditions in the primary care and gynecologic setting. Pharmacology specific to women’s health and abnormal conditions will be covered in depth. Attention will be given to common episodic and chronic primary care and gynecologic conditions of women in the healthcare settings. In addition, to primary care and gynecologic assessments, preconceptual and postpartum assessments (including breastfeeding) will be explored. Developmental considerations, vulnerable populations, and cultural needs, as they relate to health promotion will be discussed in depth.

NSMW 0624 Women's Primary Care and Gynecological Health Clinical  3 Credits  
Corequisite: NSMW 0623.  
Prerequisites: NS 0641, NSMW 0622.  
Focus on evidenced based practice approaches to primary care and gynecologic care, specifically, ambulatory management of common, acute, and chronic health conditions of women throughout the lifespan, including preconceptual, interconceptual, and postpartum care. Prevention and screening using patient databases and evidence-based research will be emphasized. Further emphasis will be on physiological, psychosocial, and pharmacological interventions with women. Age-related, cultural, family, and individual patient variations and vulnerabilities will be incorporated into the review of clinical practice guidelines.

NSMW 0625 Intrapartum Care  3 Credits  
Corequisite: NSMW 0626.  
Prerequisites: NSMW 0623, NSMW 0624.  
This course focuses on normal labor and birth and introduces students to intrapartum theory, skills, and management. Synthesis and application of theory and research to effectively implement midwifery care in the intrapartum setting. Focus is on comprehensive team participation and management of intrapartum and immediate postpartum women with normal deliveries. Evaluation and immediate care of the newborn is included. Development and evaluation of evidenced based care approaches is incorporated throughout the course. An emphasis is placed on vulnerable populations to critically evaluate the impact of contextual factors on healthcare services in the intrapartum setting. The course highlights the normalcy of birth for the low risk woman.
Intrapartum clinical serves as the student midwife’s first experience managing intrapartum clients in the hospital or birth center setting and as the foundational course for intrapartum management of the low risk pregnant client. Skills are first taught in didactic and simulation settings, ensuring each student midwife is checked off on these skills prior to beginning clinical. This clinical focuses on normal labor and birth and introduces students to intrapartum skills and management. Application of theory and research from NSMW 0625 will be used to effectively implement midwifery care in the intrapartum setting. Focus is on comprehensive team participation and management of intrapartum and immediate postpartum women with normal deliveries. Evaluation and immediate care of the newborn is included. An emphasis is placed on vulnerable populations to critically evaluate the impact of contextual factors on healthcare services in the intrapartum setting. This clinical highlights the normalcy of birth for the low risk woman.

Advanced Midwifery Management: At-Risk Childbirth

Building on NSMW 0625, this course will provide synthesis and application of theory and research to effectively implement advanced midwifery care in the intrapartum setting. In this course, potential complications arising during normal birth are explored. Further, common medical, surgical, and obstetric complications are explored in depth. Case studies, case presentations, and simulations are utilized as the primary course format for the students to evaluate patients and manage common obstetric complications. Skills to prevent and manage common obstetric complications and life threatening problems of childbearing women will be emphasized. Skills for immediate assessment, supportive management of the newborn, including physiological, psychosocial and pharmacologic interventions will be incorporated. Students will have the opportunity to become certified in neonatal resuscitation. Interprofessional simulations with the nurse-anesthesia students and BSN maternal and newborn nursing students will be coordinated throughout the course and clinical seminars to simulate actual patient scenarios with a focus on teamwork and communication.

Advanced Midwifery Clinical

Building on the prior clinical course NSMW 0626, this course will provide application of theory and research to effectively implement advanced midwifery care in the intrapartum setting. In this course, potential complications arising during normal birth are explored and care will be provided to women with these conditions. Further, common medical, surgical, and obstetric complications are explored in depth. Further, students evaluate patients and manage common obstetric complications. Skills to prevent and manage common obstetric complications and life threatening problems of childbearing women will be emphasized. Skills for immediate assessment, supportive management of the newborn, including physiological, psychosocial and pharmacologic interventions will be incorporated. Students will have the opportunity to become certified in neonatal resuscitation. Interprofessional simulations with the nurse-anesthesia students and BSN maternal and newborn nursing students will be coordinated throughout the course and clinical seminars to simulate actual patient scenarios with a focus on teamwork and communication.

Integration to Nurse-Midwifery Practice

As the final midwifery course, transition to midwifery practice fosters the incorporation of all previous classroom and clinical experiences in order to prepare the nurse midwife for practice upon graduation. This course enables students to provide full-scope midwifery care while still having the advantages of being a student. This course is a final synthesis of primary care, gynecology, antepartum, intrapartum, postpartum, and newborn care, and therefore builds on all previous knowledge and skills from coursework and clinical. Students utilize both theory and evidence-based research to drive care and treatment decisions in the clinical setting. They will become familiar with the responsibility inherent to their emerging role as a nurse-midwife. In the healthcare setting, students will collaborate with members of the healthcare team and display evidence based clinical practice. Within the health care team, midwifery clinical assessment and management skills across the reproductive lifespan into older age will be utilized. Students will safely conduct and deliver evidenced based primary care visits emphasizing disease prevention. They will manage gynecologic, family planning, antepartum, intrapartum, and postpartum healthcare visits creating individual treatment plans and attend deliveries in the intrapartum setting. They will manage the care of the newborn from birth through 28 days of life. Students will each have a variety of primary care and inpatient care setting, including optional global health settings (Nicaragua), as they are available. Evaluation and critique of care approaches of women throughout the lifespan and of newborns is highlighted throughout clinical practice. Emphasis is placed on thorough examination of the impact of psychosocial and environmental factors on healthcare services in women's health. Students must have successfully completed all other NSMW courses, clinicals, and prerequisites prior to integration.