



Program Guidebook

Master of Science, Nursing - Leadership and Management (RN to MSN)

The Master of Science, Nursing - Leadership and Management (RN to MSN) is a competency-based program that builds on the foundation of students' previous nursing education at the associate degree or diploma levels. The BSN portion of the program focuses on contemporary nursing practice, developing students' skills and competencies using technology-based learning. It is structured to develop high quality, highly educated BSN nurses. Graduates are equipped to function in new roles as members of healthcare teams in many settings by expanding their knowledge in areas of research, theory, community concepts, healthcare policy, therapeutic interventions, and current trends in health care. Graduates will be eligible for military, U.S. Public Health, and VA appointments, as well as roles in school health, community, occupational, and other care settings. The MSN portion of the program further prepares graduates to be leaders and managers in diverse settings; hospitals, long-term care facilities, community service agencies, governmental agencies and facilities, and corporations. Graduates use their organizational, analytic, strategic planning, financial, human resources, and evaluation skills across diverse nursing and healthcare settings.

Understanding the Competency-Based Approach

Practically speaking, how do competency-based programs like those offered at Western Governors University (WGU) work? Unlike traditional universities, WGU does not award degrees based on completion of a certain number of credit hours or a certain set of required courses. Instead, you will earn your degree by demonstrating your skills, knowledge, and understanding of important concepts.

Progress through a degree program is governed not by the amount of time you spend in class but by your ability to demonstrate mastery of competencies as you complete required courses. Of course, you will need to engage in learning experiences as you review competencies or develop knowledge and skills in areas in which you may be weak. To help you acquire the knowledge and skills you need to complete your courses and program, WGU provides a rich array of learning resources. Your program mentor will work closely with you to help you understand the competencies required for your program and to help you create a schedule for completing your courses. You will also work closely with course instructors as you engage in each of your courses. As subject matter experts, course instructors will guide you through the content you must master to pass the course assessments.

The benefit of this competency-based system is that enables students who are knowledgeable about a particular subject to make accelerated progress toward completing a degree, even if they lack college experience. You may have gained skills and knowledge of a subject while on the job, accumulated wisdom through years of life experience, or already taken a course on a particular subject. WGU will award your degree based on the skills and knowledge that you possess and can demonstrate—not the number of credits hours on your transcript.

Accreditation

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU's accreditation was awarded by (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The university's accreditation status is now managed by the Northwest Commission on Colleges and Universities (NWCCU), which reaffirmed WGU's accreditation in February February 2020. The WGU Teachers College is accredited at the initial-licensure level by the Council for the Accreditation of Educator Preparation (CAEP) and by the Association for Advancing Quality in Educator Preparation (AAQEP). The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Health Information Management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College of Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The Degree Plan

The focus of your program is your personalized Degree Plan. The Degree Plan is a detailed blueprint of the courses you will need to complete in order to earn your degree. The Degree Plan also lays out the accompanying learning resources and assessments that compose your program. The list of courses in the Degree Plan is often referred to as the standard path. The amount of time it takes to complete your program depends on both the amount of new information you need to learn and the amount of time you plan to devote each week to study. Your program mentor and course instructors will help you assess your strengths and development needs to establish a study plan.

Students vary widely in the specific skills and information they need to learn. For example, some students may be highly knowledgeable in a particular subject matter and would not need to engage in new learning opportunities. Other students may find that portions of the program require them to learn new information and that they need to take an online class or participate in a study module to acquire the knowledge and skills needed to fulfill program competencies in that area. Some individuals may be able to devote as little

as 15–20 hours per week to the program, while others may need to devote more time. For this reason, pre-assessments are there to help your program mentor form a profile of your prior knowledge and create a personalized Degree Plan.

How You Will Interact with Faculty

At WGU, faculty serve in specialized roles, and they will work with you individually to provide the guidance, instruction, and support you will need to succeed and graduate. As a student, it is important for you to take advantage of this support. It is key to your progress and ultimate success. Upon your enrollment, you will be assigned a program mentor—an expert in your field of study who will provide you with regular program-level guidance and support from the day you start until the day you graduate. Your program mentor will set up regular telephone appointments (weekly at first) with you, which you will be expected to keep. The mentor will review program competencies with you and work with you to develop a plan and schedule for your coursework. Your program mentor will serve as your main point of contact throughout your program—helping you set weekly study goals, recommending specific learning materials, telling you what to expect in courses, and keeping you motivated. In addition to regular calls, your program mentor is available to help you resolve questions and concerns as they arise.

You will also be assigned to a course instructor for each course. Course instructors are doctoral-level subject matter experts who will assist your learning in each individual course. When you begin a new course, your assigned course instructor will actively monitor your progress and will be in touch to offer one-on-one instruction and to provide you with information about webinars, cohort sessions, and other learning opportunities available to help you acquire the competencies you need to master the course. Your course instructor can discuss your learning for the course, help you find answers to content questions, and give you the tools to navigate the course successfully. In addition, you will communicate with course instructors by posting in the online learning community and participating in live discussion sessions such as webinars and cohorts.

For many of the courses at WGU, you will be required to complete performance assessments. These include reports, papers, presentations, and projects that let you demonstrate your mastery of the required competencies. A separate group of faculty members, called evaluators, will review your work to determine whether it meets requirements. Evaluators are also subject matter experts in their field of evaluation. If your assessment needs further work before it “passes,” these evaluators, who review your work anonymously, will provide you with instructional feedback to help you meet evaluation standards and allow you to advance.

Connecting with Other Mentors and Fellow Students

As you proceed through your Degree Plan, you will have direct contact with multiple faculty members. These communications can take a variety of forms, including participation in one-on-one discussions, chats in the learning communities, and live cohort and webinar opportunities. As a WGU student, you will have access to your own personal MyWGU Student Portal, which will provide a gateway to your courses of study, learning resources, and learning communities where you will interact with faculty and other students.

The learning resources in each course are specifically designed to support you as you develop competencies in preparation for your assessments. These learning resources may include reading materials, videos, tutorials, cohort opportunities, community discussions, and live discussions that are guided by course instructors who are experts in their field. You will access your program community during your orientation course to network with peers who are enrolled in your program and to receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides Student Services associates to help you and your program mentor solve any special problems that may arise.

Orientation

The WGU orientation course focuses on acquainting you with WGU's competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize WGU program and course communities, participate in activities, and get to know other students at WGU. The orientation course must be completed before you can start your first term at WGU.

Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based on credits but rather on demonstration of competency. However, if you have completed college coursework at another accredited institution, or if you have completed industry certifications, you may have your transcripts and certifications evaluated to determine if you are eligible to receive some transfer credit. The guidelines for determining what credits will be granted varies based on the degree program. Students entering graduate programs must have their undergraduate degree verified before being admitted to WGU. To review more information in regards to transfer guidelines based on the different degree programs, you may visit the Student Handbook found at the link below and search for "Transfer Credit Evaluation."

[Click here for the Student Handbook](#)

WGU does not waive any requirements based on a student's professional experience and does not perform a "résumé review" or "portfolio review" that will automatically waive any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current.

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

Continuous Enrollment, On Time Progress, and Satisfactory Academic Progress

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

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

WGU assigns competency units to each course in order to track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some courses may be assigned 3 competency units while others may be as large as 12 competency units.

Satisfactory Academic Progress (SAP) is particularly important to students on financial aid because you must achieve SAP in order to maintain eligibility for financial aid. We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. In order to remain in good

academic standing, you must complete at least 66.67% of the units you attempt over the length of your program—including any courses you add to your term to accelerate your progress. Additionally, during your first term at WGU you must pass at least 3 competency units in order to remain eligible for financial aid. We know that SAP is complex, so please contact a financial aid counselor should you have additional questions. *Please note: The Endorsement Preparation Program in Educational Leadership is not eligible for federal financial aid.

Courses

Your Degree Plan includes courses needed to complete your program. To obtain your degree, you will be required to demonstrate your skills and knowledge by completing the assessment(s) for each course. In general there are two types of assessments: performance assessments and objective assessments. Performance assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-based items. Certifications verified through third parties may also be included in your program. More detailed information about each assessment is provided in each course of study.

Learning Resources

WGU works with many different educational partners, including enterprises, publishers, training companies, and higher educational institutions, to provide high-quality and effective learning resources that match the competencies you are developing. These vary in type, and may be combined to create the best learning experience for your course. A learning resource can be an e-textbook, online module, study guide, simulation, virtual lab, tutorial, or a combination of these. The cost of most learning resources are included in your tuition and Learning Resource Fee. They can be accessed or enrolled for through your courses. Some degree-specific resources are not covered by your tuition, and you will need to cover those costs separately. WGU also provides a robust library to help you obtain additional learning resources, as needed.

Mobile Compatibility:

The following article provides additional details about the current state of mobile compatibility for learning resources at WGU. It includes a list that can be referenced to determine the mobile friendliness of all core course materials used in a program.

[Student Handbook article: Can I use my mobile device for learning resources?](#)

Standard Path

As previously mentioned, competency units (CUs) have been assigned to each course in order to measure your academic progress. If you are an undergraduate student, you will be expected to enroll in a minimum of 12 competency units each term. Graduate students are expected to enroll in a minimum of 8 competency units each term. A standard plan for a student for this program who entered WGU without any transfer units would look similar to the one on the following page. Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, your time commitment, and your determination to proceed at a faster rate.

Standard Path for Master of Science, Nursing - Leadership and Management (RN to MSN)

Course Description	CUs	Term
Advanced Standing for RN License	50	1
Professional Leadership and Communication for Healthcare	2	2
English Composition I	3	2
Anatomy and Physiology I	4	2
Anatomy and Physiology II	4	2
Survey of United States Constitution and Government	3	3
Introduction to Communication	3	3
Introduction to Humanities	3	3
Clinical Microbiology	4	3
Human Growth and Development Across the Lifespan	3	4
Introduction to Psychology	3	4
Introduction to Sociology	3	4
Biochemistry	3	4
Applied Healthcare Statistics	4	5
Care of the Older Adult	3	5
Health Assessment	3	5
Community Health and Population-Focused Nursing	3	5
Health and Wellness Through Nutritional Science	3	6
Community Health and Population-Focused Nursing Field Experience	2	6
Professional Presence and Influence	2	6
Essentials of Advanced Nursing Roles and Interprofessional Practice	2	6
Informatics for Transforming Nursing Care	3	6
Leadership and Management in Complex Healthcare Systems	3	7
Advancing Evidence-Based Innovation in Nursing Practice	3	7
Advanced Professional Roles and Values	3	7
Quality Outcomes in a Culture of Value-Based Nursing Care	2	8
Advanced Pathopharmacological Foundations	3	8
Advanced Health Assessment for Patients and Populations	3	8
Leading with Personal Mastery	2	9
Business Case Analysis for Healthcare Improvement	2	9
Managing Resources in an Era of Disruption	2	9
Strategically Planning the Execution of a Healthcare Improvement Project	2	9
Evidence-Based Measures for Evaluating Healthcare Improvements	2	10
Nursing Leadership and Management Field Experience	3	10

Course Description	CUs	Term
Nursing Leadership and Management Capstone	2	10

Changes to Curriculum

WGU publishes an Institutional Catalog, which describes the academic requirements of each degree program. Although students are required to complete the program version current at the time of their enrollment, WGU may modify requirements and course offerings within that version of the program to maintain the currency and relevance of WGU's competencies and programs. When program requirements are updated, students readmitting after withdrawal from the university will be expected to re-enter into the most current catalog version of the program.

Areas of Study for Master of Science, Nursing - Leadership and Management (RN to MSN)

The following section includes the areas of study in the program, with their associated courses. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. The Degree Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

Nursing Core

Advanced Standing for RN License

Advanced Standing for RN License

Foundations of Success

Professional Leadership and Communication for Healthcare

The Professional Communication and Leadership in Healthcare course is designed to help students prepare for success in the online environment at Western Governors University and beyond. Student success starts with the social support and self-reflective awareness that will prepare students to weather the challenges of academic programs. In this course students will participate in group activities and complete several individual assignments. The group activities are aimed at finding support and gaining insight from other students. The assignments are intended to give the student an opportunity to reflect about where they are and where they would like to be. The activities in each group meeting are designed to give students several tools they can use to achieve success. This course is designed as a five-part intensive learning experience. Students will attend five group meetings during the term. At each meeting students will engage in activities that help them understand their own educational journey and find support and inspiration in the journey of others.

This course covers the following competencies:

- *The graduate evaluates and displays behaviors consistent with the process of self-discovery and mindfulness.*
- *The graduate demonstrates the ability to apply the concept of working styles to leadership skills.*
- *The graduate demonstrates appropriate patterns of effective communication.*
- *The graduate identifies and applies appropriate communication strategies to develop a supportive community of peers.*

General Education

English Composition I

English Composition I introduces candidates to the types of writing and thinking that are valued in college and beyond. Candidates will practice writing in several genres with emphasis placed on writing and revising academic arguments. Instruction and exercises in grammar, mechanics, research documentation, and style are paired with each module so that writers can practice these skills as necessary. Composition I is a foundational course designed to help candidates prepare for success at the college level. There are no prerequisites for English Composition I.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate applies appropriate grammatical rules, sentence structure, and writing conventions.*
- *The graduate selects appropriate rhetorical strategies that improve writing and argumentation.*
- *The graduate appropriately uses a given writing style.*
- *The graduate uses appropriate writing and revision strategies.*
- *The graduate integrates credible and relevant sources into written arguments.*
- *The graduate composes an appropriate narrative for a given context.*
- *The graduate composes an appropriate argumentative essay for a given context.*

Survey of United States Constitution and Government

This course is an introduction to the U.S. Constitution and the U.S. government. Topics include (1) the structure and relevance of the U.S. Constitution, (2) the structure and function of governmental branches, and (3) political participation and policy making.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate analyzes the dilemmas and principles of government.*
- *The graduate analyzes the central themes and founding principles of the U.S. Constitution and the U.S. government.*
- *The graduate analyzes the division of power between national and state governments.*
- *The graduate analyzes the development and protection of individual civil liberties and civil rights.*
- *The graduate analyzes the powers of each branch of government and the relationships among them.*
- *The graduate analyzes the formation of personal and collective political opinions and the influence of the media.*
- *The graduate analyzes the role of individuals, interest groups, and political parties in the U.S. electoral system.*

Introduction to Communication

This introductory communication course allows candidates to become familiar with the fundamental communication theories and practices necessary to engage in healthy professional and personal relationships. Candidates will survey human communication on multiple levels and critically apply the theoretical grounding of the course to interpersonal, intercultural, small group, and public presentational contexts. The course also encourages candidates to consider the influence of language, perception, culture, and media on their daily communicative interactions. In addition to theory, candidates will engage in the application of effective communication skills through systematically preparing and delivering an oral presentation. By practicing these fundamental skills in human communication, candidates become more competent communicators as they develop more flexible, useful, and discriminatory communicative practices in a variety of contexts. Note: There are references within this video to Taskstream. If Taskstream is not part of your student experience, please disregard, and locate your task(s) within your course.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate applies foundational elements of effective communication.*
- *The graduate applies appropriate communication strategies in interpersonal and group contexts.*
- *The graduate utilizes appropriate presentational communication strategies in personal and professional settings.*

Introduction to Humanities

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

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate assesses the development of humans through the study of key concepts, disciplines, and primary influences of the humanities.*
- *The graduate analyzes the primary contributions and characteristics of humanities during the Classical period.*
- *The graduate analyzes the primary contributions and characteristics of humanities during the Renaissance.*
- *The graduate analyzes the primary contributions and characteristics of humanities during the Neoclassical and Enlightenment period.*
- *The graduate analyzes the primary contributions and characteristics of humanities during the Romantic period.*

- *The graduate analyzes the primary contributions and characteristics of humanities during the Realism movement.*

Human Growth and Development Across the Lifespan

This course introduces candidates to human development across the lifespan. This will include an introductory survey of cognitive, psychological, and physical growth. Candidates will gain an understanding of the emergence of personality, identity, gender and sexuality, social relationships, emotion, language, and moral development through life. This will include milestones such as education, achievement, work, dying, and death.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate explains guiding perspectives, theories, and influences on physical, cognitive, and social development across the lifespan.*
- *The graduate examines the processes of death, dying, and grieving.*
- *The graduate analyzes human physical development from conception through birth.*
- *The graduate analyzes the physical, cognitive, and social development of humans during infancy.*
- *The graduate analyzes the physical, cognitive, and social development of humans during early childhood.*
- *The graduate analyzes the physical, cognitive, and social development of humans during middle childhood.*
- *The graduate analyzes the physical, cognitive, and social development of humans during adolescence.*
- *The graduate explains the physical, cognitive, and social development of humans during early adulthood.*
- *The graduate analyzes the physical, cognitive, and social development of humans during middle adulthood.*
- *The graduate analyzes the physical, cognitive, and social development of humans during late adulthood.*

Introduction to Psychology

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

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate explains the biological perspectives of psychology.*
- *The graduate explains the theories of learning and memory.*
- *The graduate explains the concepts of personality development and social psychology.*
- *The graduate identifies psychological disorders and treatment methods.*
- *The graduate explains the foundations of psychology.*

Introduction to Sociology

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

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate explains how societies are stratified across various social statuses.*
- *The graduate explains reciprocal relationships between social institutions and individuals.*
- *The graduate explains major perspectives and key contributors to the development of sociology.*

- *The graduate identifies components of culture and socialization as they relate to individuals in society.*
- *The graduate explains the constructs of conformity to and deviance from social norms.*

Applied Healthcare Statistics

Applied Healthcare Probability and Statistics is designed to help develop competence in the fundamental concepts of basic mathematics, introductory algebra, and statistics and probability. These concepts include basic arithmetic with fractions and signed numbers; introductory algebra and graphing; descriptive statistics; regression and correlation; and probability. Statistical data and probability are now commonplace in the healthcare field. This course will help candidates make informed decisions about which studies and results are valid, which are not, and how those results affect your decisions. This course will give candidates background in what constitutes sound research design and how to appropriately model phenomena using statistical data. Additionally, this course guides candidates in calculating simple probabilities based on events which occur in the healthcare profession. This course will prepare candidates for studies at WGU, as well as in the healthcare profession.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate applies the operations, processes, and procedures of basic arithmetic to solve expressions.*
- *The graduate applies the operations, processes, and procedures of fractions, decimals, and percentages to evaluate quantitative expressions.*
- *The graduate applies the operations, processes, and procedures of basic algebra to evaluate quantitative expressions, and to solve equations and inequalities.*
- *The graduate evaluates categorical and quantitative data pertaining to a single variable using appropriate graphical displays and numerical measures.*
- *The graduate evaluates the relationship between two variables through interpretation of visual displays and numerical measures.*
- *The graduate evaluates the relationship between two quantitative variables through correlation and regression.*
- *The graduate applies principles and methods of probability-based mathematics to explain and solve problems.*

Health Sciences

Anatomy and Physiology I

Anatomy and Physiology I examines the structures and functions of the human body. The course is designed to provide students with a thorough understanding of human anatomy and physiology, including the interdependent operational relationships among them. Students will use a dissection lab to study organ systems of the human body in their healthy state, including the digestive, skeletal, sensory, respiratory, reproductive, nervous, muscular, cardiovascular, lymphatic, integumentary, endocrine, and renal systems. By examining these organ systems in a healthy state, healthcare professionals are more adept at recognizing when something is functioning abnormally, which is a key component to providing effective care to patients. For nursing students, this is the first of two anatomy and physiology courses within the program of study. This course has no prerequisites.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate applies appropriate terminology to communicate about body position and human anatomical features and relationships.*
- *The graduate analyzes the structures and functions of the human cardiovascular and respiratory systems.*
- *The graduate analyzes the structure and function of the human renal and reproductive systems.*
- *The graduate analyzes the structure and function of the human nervous system.*
- *The graduate analyzes the structure and function of the human digestive system.*
- *The graduate analyzes the structures and functions of the human muscular, skeletal, and integumentary systems.*
- *The graduate analyzes the structure and function of the human lymphatic and endocrine systems.*

Anatomy and Physiology II

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

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate analyzes the relationship between basic human metabolic functions and human cell and tissue structures.*
- *The graduate analyzes the structures, functions, and integration of the reproductive system.*
- *The graduate analyzes the structures, functions, and integration of the nervous system.*
- *The graduate analyzes the structures, functions, and integration of the muscular system.*
- *The graduate analyzes the structures, functions, and integration of the cardiovascular system.*
- *The graduate analyzes the structures, functions, and integration of the hematologic system, including immunity.*
- *The graduate analyzes the structures, functions, and integration of the respiratory system.*
- *The graduate analyzes the structures, functions, and integration of the renal system.*
- *The graduate analyzes the structures, functions, and integration of the digestive system.*
- *The graduate analyzes the structures, functions, and integration of the endocrine system, including principles of thermoregulation.*

Clinical Microbiology

Clinical Microbiology introduces general concepts, methods, and applications of microbiology from a health sciences perspective. The course is designed to provide healthcare professionals with a basic understanding of how various diseases are transmitted and controlled. Students will examine the structure and function of microorganisms, including the roles that they play in causing major diseases. The course also explores immunological, pathological, and epidemiological factors associated with disease. To assist students in developing an applied, patient-focused understanding of microbiology, this course is complimented by several lab experiments that allow students to: practice aseptic techniques, grow bacteria and fungi, identify characteristics of bacteria and yeast based on biochemical and environmental tests, determine antibiotic susceptibility, discover the microorganisms growing on objects and surfaces, and determine the Gram characteristic of bacteria. This course has no prerequisites.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate describes structures and characteristics of microorganisms.*
- *The graduate explains disease transmission and progression and the disease state.*
- *The graduate analyzes the function of the immune system.*
- *The graduate evaluates antimicrobial therapy and resistance mechanisms.*
- *The graduate evaluates methods of microbial control in preventing the spread of infection.*
- *The graduate explains causes, signs, symptoms, prevention, and treatment of major infectious diseases.*
- *The graduate applies techniques and procedures to propagate and characterize microorganisms.*

Chemistry Content

Biochemistry

Biochemistry covers the structure and function of the four major polymers produced by living organisms. The four major polymers include nucleic acids, proteins, carbohydrates, and lipids. This course focuses on application. It will help you understand the underlying biochemistry in order to grasp how it is applied. Through its successful completion, this course will teach you to gain an introductory understanding of the chemicals and reactions that sustain life. Biochemistry will also help you begin to see the importance of this subject matter to health.

This course covers the following competencies:

- *Begin your course by discussing the results of your Course Planning Assessment with your Course Instructor and design a course plan together.*
- *The graduate demonstrates how nucleic acid polymers can transform cells and transmit information within the cell.*
- *The graduate explains how the structure and composition of amino acids and proteins impact the human body.*
- *The graduate explains how the structure and function of myoglobin and hemoglobin impact the human body.*
- *The graduate explains how the structure and function of enzymes and inhibitors in reactions impact the human body.*
- *The graduate analyzes the role of ATP in carbohydrate metabolism and the impact of irregular ATP synthesis on the human body.*
- *The graduate explains how lipids are essential to the normal function of cells and the impact of abnormal lipid metabolism on the human body.*

Nursing Theory and Practice

Care of the Older Adult

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

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate integrates principles of compassion and respect for patients and their families into the planning and delivery of care to a diverse population of older adults and into advocacy for vulnerable older adults.*
- *The graduate plans and provides patient care that incorporates genomic influences and risks, and provides patient education that recognizes individual attitudes and values.*
- *The graduate evaluates the older adults' life and world with special awareness of the diversity among the health status of older adults, individualizing care according to the physical, mental/cognitive, functional, and psychosocial well-being of an elder patient, along with support systems in place.*
- *The graduate effectively collaborates with patients, families, and interprofessional team members in planning primary, secondary, tertiary, and end-of-life care that addresses older adults' physical, mental, psychosocial, and spiritual needs and preferences, and responds to changes in health status and related treatments.*
- *The graduate recommends techniques to cocreate health and illness management practices with older adults and their families (caregivers) that ensure safety and optimal maintenance of functional ability, taking into account patient characteristics and needs and patient and caregiver vulnerabilities as well as strengths.*
- *The graduate selects appropriate evidence-based standards of health promotion, risk reduction, and disease prevention in older adult populations.*
- *The graduate collaborates with patients, families, and the interprofessional team to select the appropriate application of technology to enhance older adults' safety and independence.*
- *The graduate evaluates the effectiveness of the healthcare environment and the influence of health policy in providing care that maximizes the function and independence of older adults in accordance with individual patient characteristics and patient and family needs.*
- *The graduate determines the needs of older adults and their families and caregivers in coordinating patient-centered, safe transitions of care that aim to assure the least-restrictive care environment relative to strengths and vulnerabilities, and reduce unnecessary hospitalizations.*
- *The graduate collaborates with patients and families to support palliative care needs in order to reduce symptom burden and treatment fatigue and enhance quality of life, as well as end-of-life care that is compassionate, respectful, patient centered, and family supported.*

Health Assessment

The Health Assessment course is designed to enhance students' knowledge and skills in health promotion, the early detection of illness, and prevention of disease. The course provides the relevant content and skills necessary to perform a comprehensive physical assessment of patients throughout the lifespan. Students are engaged in these processes through interviewing, history taking, and demonstrating an advanced-level physical examination. Dominant models, theories, and perspectives related to evidence-based wellness practices and health education strategies also are included in this challenging course.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate analyzes the context and influences that inform the processes and interpretations of a health assessment.*
- *The graduate analyzes the findings of head-to-toe physical assessments.*
- *The graduate analyzes the findings of basic physical assessments of the integumentary system.*
- *The graduate analyzes the findings of basic physical assessments of the head and neck, eyes, ears, nose, mouth, and throat.*
- *The graduate analyzes the findings of basic physical assessments of the respiratory system.*
- *The graduate analyzes the findings of basic physical assessments of the cardiovascular, peripheral vascular, and lymphatic systems.*
- *The graduate analyzes the findings of basic physical assessments of the gastrointestinal and renal systems.*
- *The graduate analyzes the findings of basic physical assessments of the musculoskeletal and nervous systems.*
- *The graduate analyzes the findings of basic physical assessments of the reproductive systems, breasts, and axillae.*
- *The graduate analyzes the findings of basic physical assessments of the mental status.*

Community Health and Population-Focused Nursing

Community Health and Population-Focused Nursing will assist students in becoming familiar with foundational theories and models of health promotion applicable to the community health nursing environment. Students will develop an understanding of how policies and resources influence the health of populations. Focus is concentrated on learning the importance of a community assessment to improve or resolve a community health issue. This course introduces students to the relationships between cultures and communities and the steps necessary to create community collaboration with the goal to improve or resolve community health issues in a variety of settings. Students will gain a greater understanding of health systems in the United States, global health issues, quality-of-life issues, cultural influences, community collaboration, and emergency preparedness.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate applies principles of epidemiology to the assessment of the healthcare needs of communities.*
- *The graduate plans and coordinates community care in collaboration with community partners.*
- *The graduate develops culturally sensitive and relevant strategies to advocate for populations, based on knowledge of community health systems.*
- *The graduate proposes health promotion initiatives and services to promote disease and injury prevention.*
- *The graduate analyzes past and present initiatives meant to improve the health of the global community.*
- *The graduate plans for the preparation, response, and recovery of communities from natural and human-caused emergencies and disasters.*
- *The graduate analyzes social and cultural factors that affect the care of diverse populations.*
- *The graduate analyzes the impact of communicable diseases on the health of individuals, families, and communities in a global environment.*

Health and Wellness Through Nutritional Science

Nutritional ignorance or misunderstandings are at the root of the health problems that most Americans face today. Nurses need to be armed with the most current information available about nutrition science, including how to understand nutritional content of food; implications of exercise and activity on food consumption and weight management, and management of

community or population specific nutritional challenges. The Health and Wellness Through Nutritional Science course should prepare nurses to provide support, guidance, and teaching about incorporation of sound nutritional principles into daily life for health promotion. This course covers nutrition to support wellness; healthy nutritional choices; nutrition and physical activity; nutrition through the lifecycle; safety and security of food; and nutrition and global health environments.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate discusses components of a healthy diet plan, guided by national guidelines and sound nutritional principles.*
- *The graduate recognizes the role of health diet choices in relation to body weight, genetic control, healing and body weight imbalances.*
- *The graduate analyzes the balance of nutrition and physical activity in the human body and its relationship to overall physiological functioning and body systems.*
- *The graduate analyzes the role of nutrition in an average human life cycle from conception and pregnancy to older adulthood.*
- *The graduate analyzes the role of food safety in nutrition and the factors contributing to world hunger.*
- *The graduate discusses the various myths and truths about nutrition today, including dietary supplements and nutritional fads.*

Community Health and Population-Focused Nursing Field Experience

This course will assist students to become familiar with clinical aspects of health promotion and disease prevention, applicable to the community health nursing environment. Students will practice skills based on clinical priorities, methodology, and resources that positively influence the health of populations. Students will demonstrate critical thinking skills by applying principles of community health nursing in a variety of settings. Students will design, implement and evaluate a project in community health. Students will develop health promotion and disease prevention strategies for population groups.

This course covers the following competencies:

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

Advanced Professional Roles and Values

The Advanced Professional Roles and Values course bridges the undergraduate nurse to higher level knowledge and accountability by examining the roles of advanced professional practice. Current issues, professional and personal values, and ethical issues are examined along with scholarship and advanced practice roles. There are no prerequisites required.

This course covers the following competencies:

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

practice.

- *The graduate evaluates how the vision, values, mission, and philosophy of an organization align with an individual's professional values and beliefs.*

MSN Core

Professional Presence and Influence

Professional Presence and Influence is a masters-level course designed to guide students towards an enhanced state of presence, where therapeutic relationships are built between nurse and patient. Students will learn techniques for self-care practices that result in enhanced mental and physical wellbeing and that ensure ethically-generated patient care. Presence is an intrapersonal and interpersonal quality that allows the nurse to relate to others and to be aware of the world around them. The characteristics of presence, which include holism, intimacy, sensitivity and adaptability, create a heightened sense of awareness that fosters therapeutic relationships between the nurse and patient. Developing a mindful, authentic presence is central to health and spiritual practices in several cultures and a major element of leadership. Students will intentionally develop a focused mindfulness practice that will influence patient outcomes and lead to conditions that create joy in the workplace.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate promotes a healthy work environment by demonstrating a professional presence that includes self-awareness characteristics.*
- *The graduate develops solutions and strategies that build positive relationships and promote mindfulness in the workplace.*
- *The graduate recommends social communication strategies and technologies to promote a sense of caring and belonging.*
- *The graduate applies the principles of improvement science to solve the problem of hostility in the workplace and initiate organizational change designed to promote health and joy in the workplace.*
- *The graduate implements the principles of academic writing to produce clear, concise, and evidence-based written communications.*

Essentials of Advanced Nursing Roles and Interprofessional Practice

Essentials of Advanced Nursing Roles and Interprofessional Practice explores the essential characteristics needed as an advanced practice leader, educator, practitioner, or informatics specialist. Students will develop social and emotional intelligence skills to facilitate interprofessional collaboration and effectively manage change. Continuous quality improvement initiatives and the importance of making data-based decisions that are grounded in the evidence are introduced. The integral role of technology in supporting the workflow of nurses and improving healthcare outcomes is explored. Students will learn the elements of project management, including oversight of interdepartmental projects and managing risk, scope, and the project team. This course will prepare nurses to advocate for policy changes designed to improve patient and population health.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate recommends strategies for practicing lifelong learning skills to encourage the continuous improvement essential for practicing as an advanced nursing professional.*
- *The graduate recommends legal and regulatory policies that advocate for improved health outcomes in patients and populations.*
- *The graduate analyzes the roles and interaction of interprofessional team members to assess the resulting impact on healthcare outcomes.*
- *The graduate analyzes organizational performance data to guide recommendations for improving healthcare outcomes and disseminating results to a professional community.*

Informatics for Transforming Nursing Care

Informatics for Transforming Nursing Care integrates nursing science with multiple information and analytical sciences to identify, define, manage, and communicate data, information, knowledge, and wisdom in nursing practice. Students will

acquire knowledge and skills to apply informatics concepts, communications, and data that are critical to facilitating interprofessional data-driven decision-making. It is designed to build competence in the use of patient- and population-based applications that inform and support the transformation of nursing care delivery toward a future of value-based quality nursing care that improves health outcomes. This course aligns theoretical concepts with practical applications of informatics and is consistent with the functional areas and responsibilities of informatics nurses as defined by American Nurses Association Scope and Standards for nursing informatics.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate analyzes the theoretical and conceptual underpinnings of the nursing informatics scope and standards to improve patient experience and health outcomes.*
- *The graduate determines how technology and informatics can be optimized to improve the patient experience and lower healthcare costs.*
- *The graduate analyzes core administrative systems to support the management of safe, cost-effective, and high-quality healthcare.*
- *The graduate analyzes data from population-based systems to mitigate public health threats and decrease incidence of disease.*
- *The graduate designs data collection tools and processes to capture, analyze, and report health indicators and outcomes.*
- *The graduate refines data to visually represent, forecast, monitor, and report progress in meeting healthcare outcomes.*

Leadership and Management in Complex Healthcare Systems

Leadership and Management in Complex Healthcare Systems prepares graduate nurses to be thoughtful strategists and informed decision makers who serve as strong leaders in high performing healthcare systems. Students develop competencies for managing diverse teams in complex systems, monitoring and measuring organizational performance, allocating financial and human resources, and leading change towards a transformed healthcare system. Additionally, students acquire the knowledge and skills to become full partners with other healthcare professionals by demonstrating nurse contributions toward high-quality care to patients and populations, while working collaboratively with interprofessional teams.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate determines the effective leadership skills and approaches required to navigate a diverse staff in a changing healthcare environment.*
- *The graduate creates communication and change management plans to foster a culture of innovation.*
- *The graduate analyzes data to measure progress in meeting organizational performance indicators in complex healthcare systems.*
- *The graduate determines system-level factors necessary to support and empower interprofessional teams.*
- *The graduate validates key performance indicators to measure the impact of nursing care on patient and population outcomes.*
- *The graduate proposes a strategic business plan to start a nurse-managed practice.*

Advancing Evidence-Based Innovation in Nursing Practice

Advancing Evidence-Based Innovation in Nursing Practice introduces students to the dynamic union of healthcare innovation and evidence. Core competencies and behaviors required to be a nurse innovator are discussed. Strategies for measuring innovation at various system levels are presented, as well as techniques for synthesizing and disseminating evidence to advance innovation in healthcare. The skills needed to appraise the quality of diverse sources of evidence are presented within the framework of evidence-based practice. This course focuses on identifying new and emerging sources of evidence that can inform, translate, and scale the complexity of leading innovation in healthcare organizations. Students will experience building communities of practice for collaboratively developing innovative practices and policies designed to improve the health of populations and enhance the patient experience of care.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized*

course plan together.

- *The graduate analyzes evidence from research, clinical expertise, and patient experiences to contribute to the innovation of healthcare practices and policies*
- *The graduate incorporates research strategies and processes to search and review relevant evidence from credible sources.*
- *The graduate evaluates innovative best practices that support outcomes-driven healthcare practices.*
- *The graduate incorporates new evidence from big data and emerging technologies to design innovative practices.*
- *The graduate applies the theory of disruption when developing innovative strategies to improve healthcare outcomes.*
- *The graduate synthesizes credible sources of evidence to propose innovative patient care practice guidelines, organizational goals and strategies, and population-based care policies.*

Quality Outcomes in a Culture of Value-Based Nursing Care

Quality Outcomes in a Culture of Value-Based Nursing Care incorporates current standards of quality and safety within the context of value-based care. In a value-based healthcare system, the benefits are derived from measuring health outcomes against the cost of delivering the outcomes. These benefits are then extended to patients, providers, payers, suppliers, and society as a whole. This course introduces new healthcare delivery models, which stress a team-oriented approach to patient care and sharing of patient data so that care is coordinated, and outcomes can be measured easily. Emphasis is placed on performance and quality improvement methods that underlie value-based nursing care. The nurse in advanced practice today must exemplify the standards of quality and safety and be prepared to lead the delivery of value-based patient-centered care.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate analyzes the culture of continuous quality improvement and the provision of value-based care to optimize patient outcomes using a systems-thinking analytic approach.*
- *The graduate develops a systematic process that incorporates quality measures and benchmarks to assess organizational strengths and vulnerabilities.*
- *The graduate integrates performance and process improvement methodologies to develop solutions for identified quality and safety gaps in the practice setting.*
- *The graduate establishes measurable metrics and processes to evaluate the effectiveness of value-based care strategies and initiatives.*

Advanced Pathopharmacological Foundations

Advanced Pathopharmacological Foundations provides advanced practice nurses foundational knowledge in the many pathologies encountered in practice today. Advancing from the cellular to the body system level, this course examines the pathologies of common conditions seen in healthcare today. Consideration is also given to the human affective response to alterations in health. There are no prerequisites for this course.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate assesses alterations in cellular and genetic composition to determine the body's self-defense mechanisms to maintain homeostasis.*
- *The graduate analyzes the etiology and pathophysiological alterations associated with common conditions across the lifespan to determine appropriate treatment plans.*
- *Connecting Pathology with Disease Manifestation – The graduate analyzes pathopharmacological concepts and mechanisms of common conditions to guide clinical decision making.*
- *The graduate assesses developmental, racial, ethnic, and cultural manifestations of pathopharmacology to determine their influence on patient outcomes.*
- *The graduate distinguishes between relevant and irrelevant assessment findings to minimize pathologies and manage pharmacotherapeutics to promote optimal patient outcomes.*
- *The graduate traces human responses to disease processes across the lifespan to identify holistic treatment options.*

Advanced Health Assessment for Patients and Populations

Advanced Health Assessment of Patients and Populations builds on prior physical health assessment knowledge and skills acquired during undergraduate studies by focusing on the advanced assessment of biopsychosocial and sociocultural contexts in patients and populations across the life span. This course emphasizes the use of a comprehensive health promotion, disease prevention, and health restoration model to address health concerns in patients and communities. Students will acquire advanced assessment knowledge and skills for clinical interviewing, focused history taking, critical diagnostic reasoning, and clinical decision-making using a problem-focused framework that integrates authentic experiences with practical knowledge of health patterns in patients and communities.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate assesses the physical, biopsychosocial, cultural, spiritual, and environmental elements to improve health in patients and populations.*
- *The graduate distinguishes comprehensive assessment strategies appropriate to evaluating the health of diverse patients across the life span.*
- *The graduate analyzes assessment data to create health promotion plans for patients and communities.*
- *The graduate performs a focused physical examination to identify applicable differential diagnoses based on evidence from the collected data.*
- *The graduate analyzes epidemiologic methods to assess the health of communities and populations.*
- *The graduate constructs strategies to develop disease prevention and control interventions.*

Leadership and Management Specialty

Leading with Personal Mastery

Leading with Personal Mastery prepares the advanced professional nurse to demonstrate self-awareness, self-management, executive function, and social awareness skills while leading and managing in diverse healthcare settings. In this course, students will learn how to incorporate these skills when developing personal relationships and building teams. Developing both social and emotional intelligence as a nurse leader will ensure that students have the ability develop strong relationships and make wise decisions when interacting with others. Increasing personal mastery will provide students with a set of tools and strategies to improve healthcare by producing high-quality results. Understanding their strengths and weaknesses, as a leader in healthcare will help students create a vision for success that includes making choices that will help balance their work life more effectively.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate designs pathways to achieve personal mastery for leading and managing individuals and teams in diverse healthcare settings.*
- *The graduate develops a vision for assuming the role of a leader and manager that includes self-awareness, self-management, interpersonal communication, executive function, and social awareness.*
- *The graduate applies effective communication and consensus-building strategies when consulting with internal and external stakeholders to ensure that all members communicate openly and believe they have input into the decisions being made.*
- *The graduate applies the principles of scholarly writing by producing a clear, concise, and evidence-based paper for the purpose of contributing to the body of nursing knowledge.*

Business Case Analysis for Healthcare Improvement

Business Case Analysis for Healthcare Improvement provides learning experiences that help students develop essential skills for proposing changes that improve and enhance healthcare outcomes. In this course, students will develop a business case during the early stages of a project by assessing the need for the project and the feasibility of initiating a project. Understanding the techniques used to develop a business case will provide students with the skills to obtain buy-in from key stakeholders and determine the best value strategy. Writing a strong business case presents the benefits, challenges, costs, and risks of moving forward with the project or maintaining status quo. It compares the current situation to a future vision so key stakeholders can make data-driven decisions to move forward with the project. During the development of a business case in this course, students will collaborate with internal and external stakeholders to initiate a

healthcare improvement project (HIP) that is grounded in project management principles and influenced by stakeholder perspectives.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate examines regulatory and compliance requirements for implementing an improvement project comprising systematic activities and processes that are organized and implemented to improve organizational quality, safety, and performance.*
- *The graduate collaborates with internal and external stakeholders to assess the need and organizational readiness for a healthcare implementation project using improvement science methods and practices.*
- *The graduate describes the four phases of the project management lifecycle that will guide their healthcare improvement project successfully from initiation to closure.*
- *The graduate synthesizes relevant research, feasibility results, patient preferences, and interdisciplinary stakeholder perspectives to initiate a healthcare improvement project.*

Managing Resources in an Era of Disruption

Managing Human and Financial Resources in an Era of Disruption examines the main premise of people and fiscal leadership. This includes the promotion of healthy work environments through the development of programs in support of mitigating behavior problems for the betterment of work-life balance. Students will analyze business model budgets, revenue streams, and human and financial resource allocation, develop training programs to evaluate compliance and regulatory requirement, and create team building experiences to promote high performing teams by improving engagement, establishing trust, and achieving common goals. Students will assess an organization's mission, vision, and values to establish alignment between healthcare improvement and an organization's principles for management. Changes in healthcare are inevitable, as the business success strategies used in the past are not sufficient for surviving in an era of persistent disruption. This course will help students develop the skills nurse leaders need to become partners in recommending innovative strategies that promote value-based healthcare for the future.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate promotes a healthy work environment by developing programs to mitigate workplace behavior problems and enhance work-life balance.*
- *The graduate designs team-building experiences that promote high-performance teams where members trust each other and have the synergy to work together toward common goals.*
- *The graduate collaborates with key stakeholders to plan for the use of available resources needed to achieve project aims and goals.*
- *The graduate applies human resource principles and practices when developing a project charter that includes planning for adequate human resources for a healthcare improvement project.*

Strategically Planning the Execution of a Healthcare Improvement Project

Strategically Planning the Execution of a Healthcare Improvement Project will help students develop the skills for systems thinking, problem-solving, and data-driven decision-making. In this course, students will plan the implementation of a healthcare improvement project by identifying people, processes, and procedures that need to be in place for implementation. In addition, sociodemographic data on the population that may be affected by the healthcare improvement project will be analyzed to determine risks and opportunities. During this phase, students will perform an assessment of the forces for and against implementing the project. They will also identify short-term objectives and create action plans to align to the vision, mission, and values of the organization where the project will be implemented. Students will also examine the evolution of existing policies, procedures, and processes at the systems level for the purpose of advocating change that will support a healthcare improvement project. During this course, students will plan the implementation of their healthcare improvement project through the use of sociodemographic and health data, strategic planning, and a comprehensive integration of quality and safety concepts.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate evaluates existing policies at the systems level that have the potential to influence the implementation of*

a healthcare improvement project.

- *The graduate uses sociodemographic and social determinants of health data to describe the target populations that will be affected by a healthcare improvement project.*
- *The graduate examines the structure, processes, and outcomes of an organizational plan that may facilitate or impede the implementation of a healthcare improvement project.*
- *The graduate leads the development of a collaborative implementation plan that includes oversight of the project and the scope of work with specific tasks, timelines, and deliverables.*

Evidence-Based Measures for Evaluating Healthcare Improvements

Evidence-based measures for evaluating healthcare improvements is an essential component of the planning phase of the healthcare improvement project. In this course, students will determine key performance indicators and metrics used to determine the success of a healthcare improvement project (HIP). The student will develop collaborative partnerships and build consensus with stakeholders to determine how specific data will be collected, managed, and analyzed. This is also an opportunity to discuss data issues and technologies needed for the project. To accomplish this phase, students will also determine the parameters, procedures, and technologies needed for data collection, management, analysis, and reporting.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate collaborates with internal and external stakeholders to identify key success indicators for evaluating the effectiveness of a healthcare improvement project.*
- *The graduate determines the most effective technology and data sources for capturing data that will measure the key performance indicators (KPIs) for a health improvement project (HIP).*
- *The graduate creates a data collection plan that includes specific data fields and types, collection frequency, data sources, and data security methods.*
- *The graduate initiates the process of collaboratively developing a healthcare improvement evaluation plan that addresses stakeholder questions and high-priority areas to measure progress over time, and describes contextual issues that may impact the results.*

Nursing Leadership and Management Field Experience

The Nursing Leadership and Management Field Experience course provides an opportunity for students to apply the knowledge and skills they developed in previous courses toward the successful implementation of their healthcare improvement project (HIP). This phase puts into action all the components of project management that were planned and developed while working collaboratively with key stakeholders to establish the need and feasibility of the HIP, analyzing the organizational readiness for change, and planning the implementation and evaluation phases. In this phase, students will develop and implement a training plan for staff, managers, and leaders. They will also implement the communication plan they developed in a previous course. They will also manage the implementation process by applying organizational standards and practices. Students will demonstrate strong leadership skills when meeting with stakeholders to report the status of the implementation phase and collaboratively problem-solve risks. Completion of the specialty courses is a pre-requisite for this course.

This course covers the following competencies:

- *The graduate utilizes effective communication and relationship-building practices to successfully kick-off the implementation project.*
- *The graduate implements the training plan for the purpose of training staff, managers, and/or leaders regarding the implementation of the health improvement project.*
- *The graduate manages implementation of the healthcare improvement project using organizational standards and practices to problem-solve risks that emerge during implementation.*
- *The graduate leads scheduled meetings with internal and external stakeholders for the purpose of providing status updates regarding the implementation process.*

Nursing Leadership and Management Capstone

The Nursing Leadership and Management Capstone provides students with an opportunity to evaluate and close their capstone project. This is the final course in the MSN Leadership and Management program. Students will evaluate the success of their healthcare improvement project (HIP) by analyzing results, using the key performance indicators and metrics that were identified while planning the evaluation phase. Students will present the results of the improvement project

in a final report and presentation with a focus on lessons learned throughout each of the phases: initiation, planning, implementation, and evaluation. Reflective and analytic thinking are essential aspects of a capstone project, as students reflect and report on the successes and challenges encountered in each phase. In this course, students will also have an opportunity to earn the Certified Professional in Healthcare Quality certification by completing and passing the National Association for Healthcare Quality (NAHQ) CPHQ Certification test. Nursing Leadership and Management Field Experience is a prerequisite for this course.

This course covers the following competencies:

- *The graduate integrates and synthesizes competencies from across the degree program and thereby demonstrates the ability to participate in and contribute value to the chosen professional field.*

Accessibility and Accommodations

Western Governors University is committed to providing equal access to its academic programs to all qualified students. WGU's Accessibility Services team supports this mission by providing support, resources, advocacy, collaboration, and academic accommodations for students with disabilities and other qualifying conditions under the Americans with Disabilities Act (ADA). WGU encourages student to complete the Accommodation Request Form as soon as they become aware of the need for an accommodation. Current and prospective students can reach the Accessibility Services team Monday through Friday 8:00 a.m. to 5:00 p.m. MST at 1-877-HELP-WGU (877-435-7948) x5922 or at ADASupport@wgu.edu.

Need More Information? WGU Student Services

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Student Services team members also assist with unresolved concerns to find equitable resolutions. To contact the Student Services team, please feel free to call 877-435-7948 or e-mail studentservices@wgu.edu. We are available Monday through Friday from 6:00 a.m. to 10:00 p.m., Saturday from 7:00 a.m. to 7:00 p.m., mountain standard time. Closed Sundays.

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available Monday through Friday, 6:00 a.m. to 10:00 p.m. and Saturday and Sunday, 10:00 a.m. to 7:00 p.m., mountain standard time. To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948) or e-mail servicedesk@wgu.edu. The support teams are generally closed in observance of university holidays.

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