

**North Dakota Statewide Articulation Agreement – Nursing Academic Discipline Group
2016 – 2018 (begin formal renewal process in late 2017)**

This agreement has been drafted by and is endorsed by the members of the North Dakota Nursing Academic Discipline Group. The following credits/courses are deemed transferable among the institutions listed. The listed institutions have agreed to transfer the course(s) to meet the requirements of the programs listed with corresponding courses. It is intended to facilitate student transfer and nursing program articulation among the following campuses:

Anatomy & Physiology

| | |
|--------------------------------|--|
| Course Title | Anatomy and Physiology (Includes labs) |
| Number of Semester Hours | 8 SH (2 semesters) |
| Course Prerequisite(s), if any | |
| Course Description | Study of the structure and function of the human body. |
| Course Outcomes | <p>Upon completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Understand the organization of the body from simple to complex, from the chemical level to the system level and the inter-relationships between them. • Gain an understanding of the role and importance of passive and active processes, membrane potentials, and feedback systems have in maintaining homeostasis. • Understand diagnostic treatments, procedures and technology used to identify and treat human disease and disorders. • Understand disease mechanisms in each system. • Understand the chemical basis of life and the anatomy and physiology of cells and tissues. • Understand body structure and function. • Understand the link between homeostatic imbalance and disease. • Organ systems that can be covered include musculoskeletal, respiratory, circulatory, nervous, integumentary, endocrine, lymphatic, digestive, reproductive, and urinary. <ul style="list-style-type: none"> • Gain a more thorough understanding of the inter-relationships and organizational hierarchy among the systems of the body. • Gain a more thorough understanding of role of feedback systems, osmosis/diffusion, electrolyte balance, acidosis/alkalosis in maintaining homeostasis. • Diagnostic procedures |

| | |
|-----------------------------|--|
| | <ul style="list-style-type: none"> • Treatments of disease |
| Required of PN, RN, or Both | Both |
| Course Prefix & Number | CCN: BIOL 220 Anatomy & Physiology I, BIOL 221 Anatomy & Physiology II |
| Articulation | NDUS Programs: BSC BIOL 220 (3), BIOL 220L (1), BIOL 221 (3), BIOL 221L (1) DCB BIOL 220 (4), BIOL 221 (4) DSU BIOL 220 (4), BIOL 221 (4) LRSC BIOL 220 (4), BIOL 221 (4) MASU BIOL 220 (3), BIOL 220L (1), BIOL 221 (3), BIOL 221L (1) MISU BIOL 220 (4), BIOL 221 (4) NDSCS BIOL 220 (3), BIOL 220L (1), BIOL 221 (1), BIOL 221L (1) NDSU BIOL 220 (3), BIOL 220L (1), BIOL 221 (3), BIOL 221L (1) UND ANAT 204 (3), ANAT 204L (2), PPT 301 (4) WSC BIOL 220 (4), BIOL 221 (4) |
| | Tribal Programs: SBC BIOL 220 (4), BIOL 230 (4) UTTC BIO 220 (4), BIO 221 (4) Private Programs: UM BIO 207 (3), BIO 207L (1), BIO 208 (3), BIO 208L (1) |

Microbiology

| | |
|--------------------------------|---|
| Course Title | Microbiology (Includes lab) |
| Number of Semester Hours | 3-4 SH |
| Course Prerequisite(s), if any | |
| Course Description | A study of the characteristics and importance of microorganisms with emphasis on their identification, control and relationships to health and disease. |
| Course Outcomes | |
| Required of PN, RN, or Both | Both |
| Course Prefix & Number | |
| Articulation | NDUS Programs: BSC MICR 202 (3), MICR 202L (1) DCB BIOL 202 (4) |

| | |
|--|---|
| | DSU BIOL 302 (3), BIOL 302L (1) LRSC BIOL 202 (4) MISU BIOL 142 (4) NDSCS MICR 202 (3), MICR 202L (1) NDSU MICR 202 (3), MICR 202L (1) UND MBIO 202 (3), MBIO 202L (2) OR MBIO 302 (2), MBIO 302L (2) WSC MICR 202 (3), MICR 202L (1) |
| | Tribal Programs: SBC BIOL 202 (4) UTTC BIO 203 (4) Private Programs: UM BIO 209 (3), BIO 209L (1) |

Developmental Psychology

| | |
|--------------------------------|---|
| Course Title | Developmental Psychology |
| Number of Semester Hours | 3-4 SH |
| Course Prerequisite(s), if any | Introduction to Psychology |
| Course Description | Overview of theories of human development (physical, emotional, psychological, and social development) from conception across the lifespan. |
| Course Outcomes | |
| Required of PN, RN, or Both | Both |
| Course Prefix & Number | |
| Articulation | NDUS Programs: BSC PSYC 250 (3) DCB PSYC 250 (3) DSU PSYC 250 (3) LRSC PSYC 250 (3) MASU PSYC 250 (3) MISU HMS 213 (3) NDSCS PSYC 250 (3) NDSU PSYC 250 (3) or HDFS 230 (3) UND PSYC 250 (4) WSC PSYC 250 (3) |

| | |
|--|--|
| | Tribal Programs: SBC PSYC 255 (3) AND PSYC 258 (1) UTTCC PSY 251 (3) Private Programs: UM PSY 207 (3) |
|--|--|

Pathophysiology

| | |
|--------------------------------|--|
| Course Title | Pathophysiology |
| Number of Semester Hours | 3-4 SH |
| Course Prerequisite(s), if any | One year of Anatomy and Physiology |
| Course Description | The focus of this course is to provide fundamental knowledge of the structural and functional changes that occur in the development of disease and alterations in function of human beings. The emphasis is on applying this knowledge to the signs and symptoms manifested as human responses. |
| Course Outcomes | Upon completion of this course, the student will be able to: <ul style="list-style-type: none"> • Distinguish between physiologic and pathologic processes • Demonstrate understanding of how these processes manifest in human beings • Apply pathophysiologic concepts as a framework for critical thinking when considering the clinical manifestations and responses to illness |
| Required of PN, RN, or Both | RN |
| Course Prefix & Number | |
| Articulation | NDUS Programs: DSU BIOL 357 (3) MISU HMS 243 (3) UND NURS 302 (3) |
| | Private Programs: UM NUR 319 (3) |

Nutrition

| | |
|--------------------------------|-----------|
| Course Title | Nutrition |
| Number of Semester Hours | 2-3 SH |
| Course Prerequisite(s), if any | None |

| | |
|-----------------------------|--|
| Course Description | The focus of this course is to study basic facts, principles, and concepts relating to nutrition throughout the lifecycle. |
| Course Outcomes | Upon completion of this course, the student will be able to: <ul style="list-style-type: none"> • Describe the fundamental principles of the science of nutrition. • Explain the functions and sources of essential nutrients • Apply the concepts of nutrition and diet therapy to promote optimum health for persons of all ages. |
| Required of PN, RN, or Both | Both |
| Course Prefix & Number | |
| Articulation | NDUS Programs: DSU NURS 240 (2) MISU HMS 240 (3) NDSCS NUTR 240 (3) NDSU HNES 250 (3) UND N&D 240 (3) |
| | Tribal Programs: SBC HPER 200 (2) UTTC NUT 240 (3) Private Programs: UM NUR 216 (2) - Does not include Diet Therapy |

Pharmacology

| | |
|--------------------------------|---|
| Course Title | Pharmacology |
| Number of Semester Hours | 2-3 SH |
| Course Prerequisite(s), if any | TBD |
| Course Description | This focus of this course is to provide a survey of major drug classifications, including basic principles, clinical uses, therapeutic response, and potential side/adverse effects. |
| Course Outcomes | Upon completion of this course, the student will be able to: <ul style="list-style-type: none"> • Identify drug classifications, properties, uses, dosages, and implications for nursing practice. • Utilize current pharmacological principles to optimize therapeutic and safe drug administration throughout the lifespan. |
| Required of PN, RN, or Both | |

| | |
|------------------------|--|
| Course Prefix & Number | |
| Articulation | <p>NDUS Programs:</p> <p>BSC PHRM 215 (3)</p> <p>DCB PHRM 215 (3)</p> <p>DSU NURS 215 (2)</p> <p>LRSC PHRM 215 (3)</p> <p>MISU HMS 215 (3)</p> <p>NDSCS PHRM 205 (3)</p> <p>NDSU NURS 300 (2)</p> <p>UND PPT 315 (3)</p> <p>WSC PHRM 215 (3)</p> |
| | <p>Tribal Programs:</p> <p>SBC NURS 205 (2)</p> <p>UTTC NUR 206 (2) AND NUR 201 (1)</p> <p>Private Programs:</p> <p>UM NUR 317 (3)</p> |

Health Assessment

Licensed Practical Nurse Programs

| | |
|--------------------------------|---|
| Course Title | Health Assessment Across the Lifespan |
| Number of Semester Hours | 3-4 SH |
| Course Prerequisite(s), if any | Admission to Nursing Program |
| Course Description | The focus of this course is the systematic collection of health related data, using interview, psychosocial and physical assessment skills, across the lifespan. The nursing process will provide the framework to contribute to the plan of care based on the roles and responsibilities of the licensed practical nurse. |
| Course Outcomes | <p>Upon completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate beginning proficiency in interviewing, obtaining a health history, completing a physical examination, and performing specialized assessments with lifespan considerations. • Utilize appropriate communication techniques for data collection and documentation. • Discriminate between normal and abnormal findings. |

| | |
|-----------------------------|--|
| | <ul style="list-style-type: none"> (Demonstrate) the role and responsibilities of the licensed practical nurse in relation to health assessment findings. |
| Required of PN, RN, or Both | PN |
| Course Prefix & Number | |
| Articulation | |
| | Tribal Programs: SBC NURS 201 (3) UTTC NUR 203 (3) Private Programs: |

Registered Nurse Programs

| | |
|--------------------------------|--|
| Course Title | Health Assessment Across the Lifespan |
| Number of Semester Hours | 3-4 SH |
| Course Prerequisite(s), if any | Admission to Nursing Program |
| Course Description | The focus of this course is the systematic collection of health related data, using interview, psychosocial and physical assessment skills, across the lifespan. The nursing process will provide the framework to formulate the plan of care based on the roles and responsibilities of the registered nurse. |
| Course Outcomes | Upon completion of this course, the student will be able to: <ul style="list-style-type: none"> Demonstrate proficiency in interviewing, obtaining a health history, completing a physical examination, and performing specialized assessments with lifespan considerations. Utilize appropriate communication techniques for data collection and documentation. Discriminate between normal and abnormal findings. (Demonstrate) the role and responsibilities of the registered nurse in relation to health assessment findings. |
| Required of PN, RN, or Both | RN |
| Course Prefix & Number | |
| Articulation | NDUS Programs: DSU NURS 321 (2), NURS 398A (1) MISU NURS 264 (4) |

| | |
|--|---|
| | NDSU NURS 360 (4) UND NURS 303 (4) |
| | Tribal Programs: TMCC Private Programs: UM NUR 248 (4) |

NURS 100 Nurse Assistant Training

The Nurse Assistant Training program provides classroom instruction and supervised clinical practice to those preparing for employment as a nurse assistant in a skilled nursing facility, acute care or home health care.

NURS 120 Foundations of Nursing

This course introduces concepts related to the practical nurse's roles and responsibilities in today's society. Emphasis is placed on effective communication, microbiology concepts, basic human needs, critical thinking, research, and ethical-legal and professional issues. Health promotion and disease prevention concepts are introduced. Upon completion the student will be able to understand the nursing process as it relates to the socially and culturally diverse clients along the health-illness continuum.

Upon completion of the course the learner will be able to:

1. Describe the legal and ethical roles and responsibilities of the Licensed Practical Nurse as a member of the interdisciplinary healthcare team.
2. Define effective communication techniques when caring for individuals and interacting with families along the health-illness continuum.
3. Describe infectious organisms, the body's response to those organisms, and nursing interventions related to infection control.
4. Describe the basic human needs (safety, infection control, hygiene, oxygenation, comfort and sleep, mobility, skin integrity, wound healing, sensation, perception, cognition, fluid, electrolyte and acid-base balance, elimination) of socially and culturally diverse clients as they interact with their environment as a member of society across the lifespan.
5. Identify the components of critical thinking for problem solving, and decision making.
6. Define evidence based nursing practice.
7. Describe the four step nursing process for the Licensed Practical Nurse.
8. Discuss health promotion, disease prevention and holistic nursing care across the life span.
9. Describe the healthcare delivery system and social forces affecting nursing.

NURS 121 Practical Nursing I

This course introduces students to core concepts of mental health nursing, nutrition, and health assessment as they related to the nursing profession. Students will learn concepts of mental health and mental illness, health promotion and disease prevention related to nutrition; and the data collection processes of health assessment.

Upon completion of the course the learner will:

1. Discuss ethical, legal and documentation issues relating to nutrition and health assessment.
2. Identify the physiological value of nutrients.
3. Describe the role of proper nutrition in health promotion and disease prevention throughout the lifespan.
4. Utilize online technology for research and information evidence-based nursing practice.
5. Define normal and abnormal findings of a physical assessment across the life span.
6. Describe interpersonal, technical, and organizational skills needed in the data collection process.
7. Discuss the effects of age, gender, culture, and lifestyle choices on nutrition and health assessment.
8. Discuss therapeutic communication as an interdisciplinary member of the health care team interacting with clients along the health illness continuum
9. Describe common mental health disorders and appropriate interventions for clients across the lifespan.

NURS 122 Clinical Practice I

This course takes place in the nursing laboratory and in health care facilities. The student will apply social, biological, behavioral and nursing science principles as they are acquired in the Foundations of Nursing and Practical Nursing I courses. Basic nursing skills and procedures are demonstrated and applied in a supervised laboratory/clinical setting. Beginning Practical Nursing Students will begin to participate with the nursing process for clients across the lifespan.

Upon completion of the course the learner will:

1. Demonstrate competence in calculating drug dosages, safely preparing, administering, and monitoring medications.
2. Utilize basic concepts of the nursing process in caring for an assigned client experiencing alterations in basic human needs across the lifespan.
3. Demonstrate effective verbal and written communication with clients and colleagues as a member of the interdisciplinary healthcare team.
4. Perform basic nursing skills and health assessment needed to care for a client along the health-illness continuum both in the nursing laboratory and in the clinical facility.

5. Demonstrate safe and appropriate client care as a beginning nursing student within the ethical and legal framework of the nursing profession.

NURS 124 Clinical Practice II

This course takes place in the nursing laboratory and in health care facilities. Complex nursing skills are introduced in the laboratory and applied in the clinical setting utilizing current technology. Clinical experiences will include nursing interventions, pain management, nutrition and drug therapy for disease and infectious processes of culturally diverse clients across the lifespan. Health promotion activities and disease prevention techniques will be incorporated into nursing care of the culturally diverse client. Mental health and therapeutic communication concepts are applied in caring for clients along the health illness continuum. Evidenced based practice is applied in the holistic care of clients across the lifespan. Upon completion the student will assist in the nursing process as a member of the interdisciplinary health care team.

Upon completion of the course the learner will:

1. Demonstrate complex nursing skills in the laboratory setting.
2. Apply holistic nursing interventions, pain management techniques, nutrition management, and drug therapy to clients experiencing stable and predictable health problems across the lifespan.
3. Participate in teaching self care, health promotion, and disease prevention techniques to culturally diverse clients across the lifespan.
4. Apply therapeutic communication techniques as an interdisciplinary member of the health care team interacting with clients along the health illness continuum.
5. Apply evidence based nursing interventions utilizing current technology for clients across the lifespan.
6. Demonstrate critical thinking when planning and providing nursing care for clients across the lifespan.
7. Participate in the nursing process as a member of the interdisciplinary health care team when providing care for clients across the lifespan

NURS 126 Clinical Practice III

This clinical takes place in a variety of clinical settings. The student will apply evidence based nursing knowledge and skills in caring for clients across the lifespan with stable or predictable health problems and assisting with those whose conditions are critical or unpredictable. Critical thinking, effective and therapeutic communication, nursing process, management of nursing care, and delegation of unlicensed assistive persons are incorporated into the clinical experience. The student will provide safe and effective nursing care in a legal and ethical manner for clients along the health-illness continuum as an interdisciplinary member of the health care team. Upon completion of this clinical course, the student will have the knowledge and experience to practice in the role of a practical nurse.

Upon completion of the course the learner will:

1. Prioritize nursing care demonstrating professional responsibility and accountability in the role of a practical nurse as an interdisciplinary member of the health care team caring for clients across the lifespan in a variety of clinical settings.
2. Apply delegation skills to manage client care for clients across the health-illness continuum in collaboration with other members of the health care team.
3. Use information management to provide research based information for client care.
4. Demonstrate safe, effective nursing care, incorporating therapeutic communication for the client across the lifespan with stable or predictable health problems and assist with those whose conditions are critical or unpredictable.
5. Apply the nursing process to care for clients in the role of the practical nurse

NURS 127 Practical Nursing II: Introduction to Medical Surgical Nursing

This didactic course expands on prior learning to increase evidenced based knowledge of nursing interventions, pain management, surgery, cancer, trauma and drug therapy for disease and infectious processes of the biopsychosocial individual along the health-illness continuum. This course will integrate teaching and learning activities that enhance critical thinking skills, involvement of clients in decision-making, self-care, health promotion, disease prevention and intervention to responses to illness. Upon completion the student will describe the application of the nursing process in caring for culturally unique clients across the lifespan in an ethical and legal manner.

The student will:

1. Apply critical thinking skills to the nursing process as used by the practical nurse.
2. Discuss ethical and legal issues as an interdisciplinary member of the health care team interacting with clients along the health illness continuum.
3. Explain health promotion and disease prevention activities for the culturally diverse client across the lifespan.
4. Explain normal functions and alterations of fluid and electrolyte balance, acid-base balance and hemodynamics in the biopsychosocial individual across the lifespan.
5. Explain diagnostic tests used to measure fluid and electrolytes, acid-base balance and imbalance, and hemodynamics in clients across the lifespan.
6. Discuss nursing interventions for the client with fluid, electrolyte and acid-base imbalance; hemodynamics, infection, pain, requiring surgery and/or treatment of shock, emergent conditions and drug therapy in clients across the lifespan.
7. Present researched information utilizing critical thinking and the nursing process to describe nursing care of the client with fluid, electrolyte, acid-base and hemodynamic.

NURS 129 Practical Nursing III

This course will continue the learning of evidenced based nursing interventions, nursing process, nutrition and drug therapy for disease processes of the culturally diverse client across the lifespan along the health-illness continuum. Additional information presented will include accountability, roles, responsibilities and ethical, legal and professional issues of the entry level Practical Nurse. The principles of therapeutic communication are expanded and the impact of technology on nursing care is addressed.

NURS 145 Introduction to Maternal Child

This didactic course focuses on nursing care of the culturally diverse woman, infant, and child. Emphasis is placed on health maintenance and selected study of diseases and disorders affecting women, infants, children, and families. Growth and development of the infant and child, and common childhood illnesses are presented. The importance of family centered care and therapeutic communication is addressed. This course will integrate teaching and learning activities that enhance involvement of clients in decision-making, self-care, health promotion and disease prevention.

The student will:

1. Discuss therapeutic communication as an interdisciplinary member of the health care team interacting with women, children and their families.
2. Develop a teaching plan for the culturally diverse childbearing client that integrates involvement in decision-making and self-care.
3. Describe nursing care interventions for the culturally diverse woman, pediatric client and infant.
4. Explain growth and developmental concepts of the fetus, infant and child.
5. Describe ethical and legal issues that impact nursing care of clients across the lifespan.
6. Explain health promotion and disease prevention activities for the culturally diverse client across the lifespan.

NURS 224 Professional Role Development

This course is designed to assist the licensed practical nurse and/or graduate of the Dakota Practical Nursing Program in transition to the role of the associate degree nurse. Emphasis is placed on the role of the registered nurse, evidence based practice, nursing process, and therapeutic communication. Historical trends of nursing will be discussed and management concepts will be introduced. Upon completion, students should be able to articulate professional aspects of the practice of nursing.

1. Explain the concepts of nursing practice including the legal, ethical dimensions, historical trends, and roles in nursing.
2. Analyze the five steps of the nursing process used in developing a plan of care to meet the needs of diverse individuals

experiencing alterations in health across the life span.

3. Evaluate the principles and techniques of therapeutic communication and information management, and group dynamics as they relate to the nursing care of individuals along the health illness continuum.
4. Explore individual professional responsibilities within the discipline of nursing.
5. Analyze the relationship of the nursing process and evidenced based nursing practice in caring for diverse individuals across the life span.

NURS 225 Alterations in Health I

This course introduces concepts related to the nursing care of individuals experiencing acute and chronic alterations in health that build on concepts, knowledge and skills introduced in practical nursing programs and the supporting sciences. Emphasis is placed on utilizing scientific principles and the nursing process as a framework for providing and managing nursing care to individuals along the health-illness continuum. Upon completion, students will incorporate basic decision-making skills and therapeutic communication to meet basic human needs for individuals experiencing acute and chronic alterations in health across the lifespan including end-of-life issues.

Upon completion of the course the learner will be able to:

1. Utilize the nursing process as a framework to prioritize nursing care for unique individuals experiencing acute and chronic alterations in healthcare.
2. Build on previously-learned principles of medical surgical nursing including concepts of pharmacology and nutrition.
3. Explain the pathophysiology and diagnostic measures for unique individuals experiencing acute and chronic alterations in health care.
4. Plan therapeutic measures and nursing interventions for unique individuals experiencing acute and chronic alterations in health care.
5. Analyze therapeutic communication, safety, infection control, and basic decision-making skills in the management of nursing care to unique individuals along the health-illness continuum.
6. Support the use of evidence-based practice and teaching-learning principles that promote self care as they relate to unique individuals experiencing acute and chronic alterations in health care across the lifespan including end-of-life issues.

NURS 226 Maternal Child Nursing

This course integrated prior learning to provide expanded knowledge of the neonate, developing child, women's health, and childbearing family. Maintenance and study of diseases and disorders affecting diverse neonates, children, women, and families along the health/illness continuum and during the end stages of life are examined. Emphasis is placed on therapeutic communication, the role of the registered nurse, ethical/legal issues, and health promotion and maintenance

during life stages of growth and development for neonates, children, and women. As a member of the interdisciplinary health care team, the student will explore the needs of diverse neonates, children, and women utilizing the nursing process as a framework.

Upon completion of the course the learner/student will be able to:

1. Create an appropriate method of teaching and learning utilizing evidenced based practice information to promote self-care for the needs of children, and women.
2. Analyze the steps of the nursing process that are used in caring for diverse neonates, children, and women including end of life issues along the health/illness continuum.
3. Examine therapeutic communication techniques utilized in caring for diverse children and women.
4. Analyze diseases and disorders affecting diverse neonates, children, women, and families along the health/illness continuum.
5. Compare and contrast the role of the licensed practical nurse and the associate degree registered nurse in caring for diverse neonates, children, and women.
6. Integrate legal and ethical concerns when discussing issues related to the nursing care of neonates, children, and women.

NURS 227 Clinical Application I

Utilizing the nursing process, the associate degree nursing student will administer care to meet the needs of individuals across the lifespan. The student will demonstrate assessment skills, and apply scientific principles and aseptic technique in caring for individuals across the lifespan. The student will apply therapeutic communication in the management of patient care, and as a member of the interdisciplinary health care team.

Upon completion of the course and through utilizing the multidisciplinary approach to patient care and Maslow's hierarchy of needs, the student will be able to:

1. Apply the nursing process, using critical thinking in planning care for patients and families with complex health needs along the life continuum
2. Draw upon principles from the various disciplines in planning care for patients and families with complex health needs along the life continuum
3. Integrate into the plan of care the psychosocial, cultural, spiritual, and developmental needs which influence patient's response to disease processes and treatment modalities.
4. Integrate in the plan of care the results of diagnostic studies of patients with complex health needs along the life continuum.

5. Prioritize nursing diagnoses within the framework of Maslow's hierarchy of needs.
6. Implement safe practices and sound judgment in the administration of medications and treatment.
7. Apply the principles of good communication.
8. Reach patients and/or families, at their level of comprehension, regarding health care principles.
9. Evaluate effectiveness of the nursing care plan and make revisions as needed

NURS 228 Alterations in Health II

This course continues the study of acute and chronic alterations in health. Nursing care of individuals experiencing complex alterations in health is discussed. Emphasis is placed on the nurse's role as a member of an interdisciplinary team and as a manager of care for individuals across the lifespan. The student will analyze personal and professional values, leadership and management, and quality improvement processes. Upon completion, students will be able to provide comprehensive nursing care for individuals with acute, chronic, and complex alterations in health.

Upon completion of the course the learner will be able to:

1. Examine the pathophysiology and diagnostic measures to manage care for diverse individuals experiencing acute, chronic and complex alterations in health care.
2. Outline therapeutic measures and nursing interventions to manage care for diverse individuals experiencing acute, chronic, and complex alterations in health care.
3. Examine quality improvement processes as it relate to the management of care to the individual along the health-illness continuum.
4. Analyze personal and professional values that impact on decision-making in leadership, care management, and the role of the registered nurse as a member of the interdisciplinary team.
5. Utilize the nursing process as a framework to prioritize nursing care for individuals across the lifespan experiencing acute, chronic, and complex alterations in healthcare.
6. Support the use of evidence-based practice and teaching-learning principles as they relate to individuals experiencing acute, chronic, and complex alterations in health care across the lifespan including end-of-life issues.

NURS 229 Health Promotion and Psychosocial Nursing

This course includes concepts related to the nursing care of individuals experiencing alterations in social and psychological functioning. Utilizing the nursing process the students will explore human needs of individuals with mental health alterations. Utilization of therapeutic communication techniques, use of self and cultural awareness is stressed. Emphasis is also placed on health promotion, health maintenance, and accident/illness prevention for diverse individuals

across the lifespan

Upon completion of the course the learner will be able to:

1. Analyze the principles of therapeutic communication for interaction with diverse individuals throughout the lifespan.
2. Explain the legal/ethical responsibilities of caring for individuals with mental illness.
3. Describe the use of the nursing process in providing nursing care to meet the health needs of the individual with mental health disorders.
4. Analyze teaching-learning principles in relation to identified needs of the individual along the health illness continuum.
5. Support the use of evidence based research as it relates to psychosocial nursing care and health promotion activities for individuals across the lifespan.
6. Explain management principles utilized in organizing care for individuals with health disorders.

NURS 237 Clinical Application II

Utilizing the nursing process, the associate degree nursing student will meet the needs of individuals experiencing complex alterations in health as well as psychiatric/mental health issues across the lifespan along the health-illness continuum. Critical thinking, nursing process, group dynamics and management of nursing care are incorporated into the clinical experience. Students will apply evidence-based nursing knowledge and skills in the implementation of health promotion activities. The student will utilize therapeutic communication and effective management skills in providing nursing care according to legal/ethical and professional standards.

Upon completion of the course the learner will:

1. Formulate a plan of care utilizing prioritized human needs, for diverse individuals with acute, chronic, and complex alterations in health across the lifespan.
2. Create health promotion and self care activities that include implementation of pre-established patient teaching plans for individuals across the lifespan.
3. Facilitate therapeutic communication and holistic nursing care for individuals across the lifespan, along the health-illness continuum.
4. Evaluate quality improvement and management in the delivery of evidence based nursing care for individuals across the lifespan along the health-illness continuum.
5. Incorporate nursing values, roles, and decision making skills, consistent with the associate degree nurse's scope of practice and professional standards, when managing, delegating and supervising evidence based nursing care.

NURS 259 Role Transition

This course assists the AD nursing student to prepare for the NCLEX RN (add trademark) examination and to become a member of the RN workforce. The theoretical component of this course will reinforce and complement prior knowledge gained in the nursing curriculum. Students will utilize the nursing process and critical thinking skills to review previously learned nursing concepts. The course will also provide the student with opportunities to apply basic interview techniques and resume preparation and develop skills for successful employment as a health care professional. It assists the student in making decisions concerning job choices and educational growth. The course stresses the requirement of ongoing education for the RN as a member of the health care team and benefits of professional organizations. Completion of the course will assist students to further prepare for NCLEX.

| NAME | INSTITUTION | EMAIL | PHONE | APPROVAL |
|------------------|---------------------------------------|--|---------------|----------------|
| Annie Paulson | Bismarck State College | andrea.l.paulson@bismarckstate.edu | 701-224-2468 | Yes |
| Joanne Vandal | Dakota College at Bottineau | joanne.vandal@dakotacollege.edu | 701-228-5681 | Yes |
| Mary Anne Marsh | Dickinson State University | maryanne.marsh@dickinsonstate.edu | 701-483-2480 | Yes |
| Karen Clementich | Lake Region State College | karen.clementich@lrsc.edu | 701-662-1643 | Yes (6/6/2016) |
| Tami Such | Mayville State University | tami.such@mayvillestate.edu | 701-788-4716 | Yes |
| Nicola Roed | Minot State University | nicola.roed@minotstateu.edu | 701-858-3526 | Yes |
| Barb Diederick | North Dakota State College of Science | barbara.diederick@ndscs.edu | 701-671-2968 | Yes |
| Carla Gross | North Dakota State University | carla.gross@ndsu.edu | 701-231-7772 | Yes |
| D'Arlyn Bauer | Sitting Bull College | darlyn.bauer@sittingbull.edu | 701-854-8053 | Yes |
| Not represented | Turtle Mountain Community College | Not available | Not Available | NA |
| Evelyn Orth | United Tribes Technical College | eorth@uttc.edu | Not Available | Yes |
| Jackie Mangnall | University of Jamestown | mangnall@uj.edu | Not Available | Yes |
| Glenda Reemts | University of Mary | greemts@umary.edu | 701-355-8173 | Yes |
| Gayle Roux | University of North Dakota | gayle.roux@und.edu | 701-777-4555 | Absent |
| Gail Raasakka | Williston State College | gail.raasakka@willistonstate.edu | 701-774-4290 | Yes |
| Lisa Johnson | North Dakota University System | lisa.a.johnson@ndus.edu | 701-858-3494 | NA |

[Click here to email everyone](#) on the above list.