

Nursing

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Program Description. The curricular framework used to develop the program includes the American Association of Colleges of Nursing (AACN) The Essentials: Core Competencies for Professional Nursing Education (AACN, 2026) with Christian Servant Leadership, Compassionate Care, the nursing process, CA BRN Nurse Practice Act, and American Nurses Association Code Of Ethics (2015) as threads throughout the nursing curriculum. The curricular framework is included in each course syllabus and provides the structure by which learning activities are planned and courses and program outcomes are achieved. Educating the nurse today includes a systematic look from the micro to macro units that make up healthcare. The curriculum is designed to ensure the graduate has the knowledge, skills, and attitude to care for the diverse populations seen today and to understand and find new initiatives to address the aging population and other vulnerable populations including the very young, homeless, veterans, the uninsured, and the socially or physically disadvantaged. Nurses will use technology to guide best practices, communicate with rural populations through telemedicine and telehealth, and find new delivery models that provide the safest and most improved care. Managing patient care while collaborating with the interprofessional team will become the norm and with the interprofessional team new public policies will be developed to continue to improve the care of populations locally, nationally, and globally (<https://www.aacnursing.org/Education-Resources/AACN-Essentials>).

Program Distinctives. The unique distinctive of the nursing programs is that they incorporate a Christian perspective of the liberal arts, which is a primary link to the healing arts. Westmont College adheres to a profound belief that these programs will acquaint students with a biblical perspective of patient care through interdisciplinary lenses to the topics of suffering and the cultivation of empathy and sympathy, and will explore compassionate care in light of social policies, health systems and social structures. This allows the student to serve God's kingdom by cultivating grateful servants and faithful leaders for global engagement with the academy, church and world. These cohort model programs will provide an opportunity for the student to experience wholistic care dynamics in a Christ-centered approach that responds to the needs of the community. In the **ABSN program**, many of the general education requirements are intentionally woven into the curriculum for students who may not have previously completed them. In the **MEPN-CNL and MSN** programs, the liberal arts perspective is embedded within the nursing curriculum itself, ensuring that advanced clinical and leadership preparation is consistently informed by the broader intellectual, ethical, and spiritual dimensions of the liberal arts. This integration of faith, liberal arts learning, and professional formation is a distinctive strength of Westmont's nursing programs, one that sets them apart from most other nursing programs.

Career choices. Graduates of Westmont's nursing programs are prepared for a wide range of career opportunities, reflecting the level of preparation at the baccalaureate and master's levels. ABSN graduates are licensed as baccalaureate-prepared registered nurses, opening opportunities to provide care across diverse populations at the individual, community, and

population levels. They serve as managers of patient care in acute, ambulatory, and home settings, and provide direct care in specialties such as obstetrics, pediatrics, psychiatric/mental health, intensive care, emergency/trauma, and surgical services. Baccalaureate-prepared nurses also step into roles in informatics, case management, school nursing, and public health nursing, offering nearly limitless possibilities for caring and service. MEPN-CNL graduates enter practice as registered nurses with master's-level preparation and a Clinical Nurse Leader (CNL) emphasis. They are equipped to provide bedside care while simultaneously coordinating interprofessional teams, overseeing quality and safety initiatives, and improving patient outcomes at the unit and microsystem level. MSN graduates who already hold RN licensure, advance their careers into formal leadership and systems-based roles, influencing healthcare delivery at the organizational and population level. They serve as clinical leaders, nurse educators, directors of patient care services, case managers, and informatics leaders, applying their advanced education to shape policy, mentor staff, and drive evidence-based practice across health systems.

Across all pathways, Westmont nurses are equipped to integrate their clinical expertise, liberal arts perspective, and Christ-centered servant leadership into every setting they enter—empowering them to care holistically for patients, families, and communities, and to transform healthcare through compassion, excellence, and faith.

Bachelor of Science in Nursing (ABSN): 74 units

Nursing Theory and Clinical Practice (42 units)

- NUR 211 Fundamentals for Nursing Practice (6)
- NUR 230 Beginning Medical/Surgical/Geriatric Nursing (7)
- NUR 240 Maternal/Child Health Nursing (3)
- NUR 250 Pediatric Nursing (3)
- NUR 265 Psychiatric/Mental Health Nursing (3)
- NUR 270 Intermediate Medical/Surgical/Geriatric Nursing (7)
- NUR 285 Advanced Medical/Surgical/Geriatric Nursing (7)
- NUR 290 Public Health Nursing (4)
- NUR 295 Nursing Leadership (2)

Common Contexts (12 units):

- HIS 010 Perspectives on World History (4)
- Two classes from the following:*
 - RS 001 Introduction to the Old Testament (4)
 - RS 010 Introduction to the New Testament (4)
 - RS 020 Introduction to Christian Doctrine (4)

Common Skills and Emphases (3 units)

- SP 200 Spanish for Healthcare Professionals (3)

Professional Reflections (4 units)

- NUR 260 Evidence-Based Practice for Nursing (2)
- NUR 275 Professional Nursing Roles (2)

Upper-Division Supporting Sciences (8 units)

NUR 210 Pathophysiology for Nursing (2)

NUR 213 Pharmacology for Nursing (3)

SOC 200 Understanding My Neighbor: Society, Culture, and Health (3)

Nursing and the Liberal Arts (5 units)

PHI 200 Nursing for Human Flourishing (3)

NUR 280 Nursing and the Liberal Arts (2)

Master of Science in Nursing

Westmont College offers two pathways to the Master of Science in Nursing (MSN) degree. The Master's Entry Program in Nursing (MEPN) is designed for students who hold a bachelor's degree in another discipline and are seeking RN licensure alongside graduate preparation. The MSN program is designed for registered nurses who already hold a BSN and wish to advance their education. Both programs prepare graduates to sit for Clinical Nurse Leader (CNL) certification, equipping them for leadership in patient care and healthcare systems.

Master's Entry Program of Nursing with Clinical Nurse Leader Emphasis (MEPN-CNL): 83 units

Nursing Theory and Clinical Practice (43 units)

NUR 211 Fundamentals for Nursing Practice (6)

NUR 213 Pharmacology for Nursing (3)

NUR 230 Beginning Medical/Surgical/Geriatric Nursing (7)

NUR 240 Maternal/Child Health Nursing (3)

NUR 250 Pediatric Nursing (3)

NUR 265 Psychiatric/Mental Health Nursing (3)

NUR 270 Intermediate Medical/Surgical/Geriatric Nursing (7)

NUR 285 Advanced Medical/Surgical/Geriatric Nursing (7)

NUR 290 Public Health Nursing (4)

Supporting Sciences (2 units)

NUR 210 Pathophysiology for Nursing (2)

Graduate-Division Professional Reflections (13 units)

NUR 311 Human Experience, Society, and Health: A Liberal Arts Approach to Nursing (2)

NUR 312 Christian Leadership, Ethics, and the CNL Role (3)

NUR 322 Systems-based practice: Evidence, Informatics, and QI (2)

NUR 332 Transition to Professional Practice: CNL Core Competencies (2)

NUR 352 Healthcare: Systems, Policy, and Advocacy (2)

NUR 362 CNL Synthesis/Capstone (2)

Graduate-Division Supporting Sciences (9 units)

NUR 321 Advanced Health Assessment (3)

NUR 331 Advanced Pathophysiology (3)

NUR 341 Advanced Pharmacology (3)

Graduate-Division Nursing Theory and Clinical Practice (16 units)

NUR 342 Emergency Response and Resource Stewardship (2)

NUR 351 CNL Immersion I: Clinical Microsystem Assessment (7)

NUR 361 CNL Immersion II: Implementation and Evaluation (7)

Master of Science in Nursing (MSN): 38 units

Graduate-Division Professional Reflections (13 units)

NUR 311 Human Experience, Society, and Health: A Liberal Arts Approach to Nursing (2)

NUR 312 Christian Leadership, Ethics, and the CNL Role (3)

NUR 322 Systems-Based Practice: Evidence, Informatics, and QI (2)

NUR 332 Transition to Professional Practice: CNL Core Competencies (2)

NUR 352 Healthcare: Systems, Policy, and Advocacy (2)

NUR 362 CNL Synthesis/Capstone (2)

Graduate-Division Supporting Sciences (9 units)

NUR 321 Advanced Health Assessment (3)

NUR 331 Advanced Pathophysiology (3)

NUR 341 Advanced Pharmacology (3)

Graduate-Division Nursing Theory and Clinical Practice (16 units)

NUR 342 Emergency Response and Resource Stewardship (2)

NUR 351 CNL Immersion I: Clinical Microsystem Assessment (7)

NUR 361 CNL Immersion II: Implementation and Evaluation (7)

Undergraduate Course Descriptions

- NUR 210 Pathophysiology for Nursing** (2) Pathophysiology introduces the student to pathophysiology and disruptions in the normal body functioning in individuals across the life span. Through a combination of theoretical instruction and practical application, students will explore the underlying mechanisms of disease, emphasizing the integration of knowledge into nursing practice. Objective and subjective manifestations of common health problems resulting from the environmental, genetic, and stress-related maladaptation's are assessed and analyzed.
- NUR 211 Fundamentals for Nursing Practice** (6) Learners will acquire interviewing techniques and skills for a comprehensive biopsychosocial, cultural, religious, and physical assessment, implementing palpation, auscultation, percussion, and inspection using a holistic approach. Simultaneously, the course introduces fundamental nursing concepts within the medical/surgical/geriatric series. Topics encompass the foundation of holistic, patient-centered, and compassionate care, ethics, legal consideration, regulatory requirements, and internal and external factors influencing nursing practice. The course emphasizes evidence-based practice, connecting it to quality outcomes, and incorporates the Quality and Safety in Nursing Education framework for clinical evaluation. Initial skill development occurs in the skills and simulation lab, with practical application during clinical rotations. Lecture units: 4, Lab units: 2.
- NUR 213 Pharmacology for Nursing** (3) This course provides an introduction to nursing pharmacology that integrates the concepts of physiology, pathophysiology, chemistry, and nursing fundamentals to build a foundation for administering drug therapy to patients. Using a simple to complex approach, key content areas are presented to help conceptualize the important components related to nursing pharmacology. The basic concepts of pharmacology, such as drug testing and approval, pharmacokinetics and pharmacodynamics, therapeutic and toxic effects, dosage calculations, and challenges related to drug therapy, provide the foundation from which drug therapy associated with specific body systems can be addressed. Discussion of the major drug groups focuses on therapeutic actions and indications, pharmacokinetics, contraindications and cautions, adverse effects, clinically important drug-drug interactions, and nursing considerations, which emphasize the nursing process and focus on patient care and teaching. Prototypes of the major drug groups are emphasized. Lifespan considerations, evidence for best practice, patient safety, and critical thinking are integrated throughout the course. Lecture units: 2, Lab units: 1.
- NUR 230 Beginning Medical/Surgical/Geriatric Nursing** (7) This course focuses on the beginning concepts and practices in the provision of medical, surgical care for the adult and geriatric patients. Beginning M/S/G will equip the nursing student with the skills for compassionate care of adults and elderly patients with chronic conditions in acute and long-term care settings. The curriculum emphasizes the nurse's role in peri, intra, and postoperative nursing management, fostering an understanding of interprofessional collaboration. With a holistic approach, the course integrates physiology, pathophysiology, and psychosocial aspects, empowering students with evidence-based knowledge to apply critical thinking and clinical reasoning in evolving practice environments across the health and illness spectrum. Lecture units: 3, Lab unit: 4.

NUR 240 Maternal/Child Health Nursing (3) Holistic care of the patient and family through childbirth is the focus of maternal-child health. This course provides a foundation for a theoretical and technical knowledge base while caring for the contemporary family-centered childbirth. Maternal-child health conditions are viewed from an evidence-based, nursing process approach for the antepartum, intrapartum, postpartum, and neonatal patient. Correlated clinical experiences emphasize clinical decision making, patient care management, prioritization of care, and development of psychomotor skills. Lecture units: 2, Lab units: 1.

NUR 250 Pediatric Nursing (3) Holistic care of the pediatric patient through the stages of growth and development and along the illness to wellness continuum is the focus of this course. The role of the parents during a child's hospitalization, the complex calculation of pediatric medications, play therapy, and common childhood conditions are topics that will be covered. The use of evidence-based practices in the care of children will be emphasized utilizing the nursing process to develop patient-specific, developmentally appropriate plans of care. Lecture units: 2, Lab units: 1.

NUR 260 Evidence-Based Practice for Nursing (2) This course is designed to identify critical appraisal skills that assist nurses to become competent research consumers. This course focuses on qualitative, quantitative and mixed method research which serves to compare and evaluate evidence-based practice and healthcare in clinical practice. Emphasis is on retrieving, critiquing, and synthesizing best evidence as a foundation for delivery of safe, quality, patient-centered care.

NUR 265 Psychiatric/Mental Health Nursing (3) This course explores the specialized field of psychiatric and mental health nursing, equipping students with essential knowledge and skills to provide holistic care for individuals experiencing mental health challenges. Emphasizing a compassionate and evidence-based approach, the curriculum covers the assessment, diagnosis, and therapeutic interventions for various mental health disorders across the lifespan. Topics include the exploration of psychosocial theories, therapeutic communication techniques, and pharmacological interventions. Students will gain insights into the impact of mental health on physical well-being, familial dynamics, and societal relationships. The course integrates clinical experiences, case studies, and simulated scenarios to enhance practical proficiency in assessing, planning, implementing, and evaluating mental health nursing interventions. Lecture units: 2, Lab units: 1.

NUR 270 Intermediate Medical/Surgical/Geriatric Nursing (7) This course builds upon foundational knowledge acquired in previous nursing courses, developing a more in depth knowledge of adult and geriatric patients who have diverse and acute disease states emphasizing the unique physiological, psychological, and social aspects of aging that influence health outcomes. Students are prepared to provide proficient care to patient with diverse and acute medical-surgical conditions. Students will become the manager and coordinator of care through integration of evidence-based practice, critical thinking, and clinical reasoning for their patients. Lecture units: 3, Lab units: 4.

NUR 275 Professional Nursing Roles (2) This course explores the diverse roles and responsibilities of professional nurses within the context of contemporary healthcare delivery systems. Emphasizing the evolving landscape of nursing practice, students will examine the historical foundations, ethical principles, and legal regulations shaping the nursing profession.

NUR 280 Nursing and the Liberal Arts (2) Nursing is a multidisciplinary field which has been long recognized to rely on the natural sciences, behavioral sciences and social sciences. More recently, the field of the medical humanities has shown how the classic humanities (English, history, philosophy, religious studies, art, music, and foreign language) can support and inform health care practice. Therefore, nursing can be enriched by disciplines across the entire breadth of the liberal arts. This seminar is designed to illustrate the connections between nursing or health care and one or more areas of the liberal arts. The topic of this particular course is healing and the healer around the world. We will keep an eye out for how the healing arts engages the disease process, the entire human self, and how the healer makes sense of his or her own practices of healing. During the first part of our course, we will consider ways the limits of healing in Western forms of medicine. In the second part of our course, we will consider non-Western approaches to healing, which will include the role of Christianity, the church, and spiritual realities. The course will include readings, films, discussions, and class guests. Among the topics we will consider are the following: Medicine in the West and non-Western world; grief in the healers and those being healed; mortality; spiritual formation; and more. Our perspective will be global as much as possible in order to tease out universal and particular themes of healing in various contexts and invite a view that goes beyond a mechanistic view of medicine.

NUR 285 Advanced Medical/Surgical/Geriatric Nursing (7) This course focuses on the advanced concepts and practices in the provision of medical, surgical care for the adult and geriatric patients. It builds upon foundational knowledge acquired in previous nursing courses, emphasizing the unique physiological, psychological, and social aspects of aging that influence health outcomes. Students are prepared to provide expert care to patient with complex acute and chronic medical-surgical conditions. Students will become the manager and coordinator of care through integration of evidence-based practice, critical thinking, and clinical reasoning for their patients. Lecture units: 3, Lab units: 4.

NUR 290 Public Health Nursing (4) This course examines the nursing role in caring for individuals, families, populations, aggregate populations, and communities at local, state, national, and global levels, emphasizing assessment, planning, priority diagnosis, implementation, and evaluation of population-based health interventions. The course focuses on basic principles of public health nursing science, emphasizing health promotion and disease prevention, Utilizing public health frameworks such as Healthy People and public health nursing interventions at the primary, secondary, and tertiary levels of prevention. Concepts of health equity, health disparities, social determinants of health (SDOH), and vulnerable populations are explored. Students will enhance critical thinking skills with a holistic approach and experience collaboration with community-based organizations and Public Health agencies. The course aligns with CCR1491 of the CA Board of Registered Nursing Public Health Certificate, which requires 90 hours of direct community/Public Health skills/experience in diverse settings. Lecture units: 2, Lab units: 2.

NUR 295 Nursing Leadership (2) This course introduces the leadership roles and management functions of professional registered nurses within the structure of an organization. The management process provides the structure for the course. Emphasis is given to organization theory, management theory, and behavioral theory. Accountability for quality assurance in the provision of nursing care, multidisciplinary communication, and collaborative relationships are emphasized. The legal authority for nursing practice, the impact of political and legislative processes, and ethical issues in management are also discussed. Various modes of inquiry, including nursing process, problem-solving models, and decision-making tools, are emphasized as tools for analyzing complex leadership and management problems common to nursing leaders and managers. In addition, this course follows the principles of adult learning including a collaborative model of learning, an appreciation of and accommodation for individual life experiences, a fostering of critical reflective thinking, creation of a participative environment, and empowerment of the learner through self-direction of the learning process. The concept of life-long learning also applies, which encourages students to strive to achieve their personal best in all aspects of the course. Lecture units: 2.

PHI 200 Nursing for Human Flourishing (3) An introduction to the main ideas and methods of philosophy and central problems, significant figures in the philosophic tradition, and some of the significant schools of thought. Attention is given to the assessment of world and life views and to the development of a Christian world and life view. This course provides. Nursing students with philosophical resources to reflect on the contribution of nursing to human flourishing. More specifically, it will give nursing students an opportunity to think about the contribution of nursing to human flourishing in light of philosophical contemplation on the nature and methods of philosophy, the existence and nature of God, the nature and dignity of human beings made in God's image, intellectual and moral virtues, ethical theories and problems, and political issues and theories.

SOC 200 Understanding My Neighbor: Society, Culture, and Health (3) This course introduces students to the sociological study of health in society. Students will explore a variety of topics related to sociology and health, including the social factors that influence health, modern health in developed and developing countries, the meaning and experience of living in poor health, and health care in the United States. In addition to key social factors like race, class, gender, and sexuality, we will examine the role of religion and spirituality in health, including health benefits and the so-called "dark side of religion," where religion and spirituality can be associated with negative outcomes. Throughout the course students will learn to adopt a sociological lens in cultivating a deeper understanding of the social world. This is a Liberal Arts course that supports and prepares nursing students to provide informed, patient-centered care in a variety of healthcare settings. SOC 200 has a frontloaded two-week intensive following by a short period of independent research.

SP 200 Spanish for Healthcare Professionals (3) This course is for beginning-level Spanish learners in the nursing program who wish to communicate with their Spanish-speaking patients more effectively. Topics include basic grammar and idiomatic phrases in Spanish as related to their common professional activities in a clinical setting. Advanced-level students are welcome if they need to develop their medical vocabulary and to participate as assistants in classroom activities. Students who are interested in acquiring more advanced Spanish language skills in general are invited and encouraged to enroll in traditional Spanish courses.

Graduate Course Descriptions

NUR 311 Human Experience, Society, and Health: A Liberal Arts Approach to Nursing (2)

This interdisciplinary graduate-level course examines how sociocultural, behavioral, and structural factors influence health, illness, and care experiences. Drawing from the liberal arts, students analyze culture, identity, social systems, and inequities to understand patterns in health behaviors and disparities. Christian principles of dignity, compassion, and justice inform discussion of advocacy and holistic care for diverse and marginalized populations. Lecture units: 2.

NUR 312 Christian Leadership, Ethics, and the CNL Role (3) This course explores the historical, social, economic, and environmental forces that shaped the development of the Clinical Nurse Leader (CNL) role. Students examine foundational CNL competencies with emphasis on ethical leadership, care coordination, and systems thinking. Through case studies and reflective practice, learners analyze moral courage, servant leadership, and professional identity formation. Faith-based inquiry fosters discussion on vocation, justice, and nursing as a calling to serve—strengthening readiness to lead within complex care environments. Lecture units: 3.

NUR 321 Advanced Health Assessment (3) This course develops advanced skills in comprehensive health assessment across the lifespan. Students integrate physical, psychosocial, functional, and risk assessments to support diagnostic reasoning and care planning. Learning experiences emphasize focused history taking, advanced examination techniques, and interpretation of clinical findings. In clinical settings, students apply assessment skills across diverse populations with sensitivity to cultural context and the inherent dignity of each person, practicing motivational interviewing and self-management support strategies to strengthen communication, promote behavior change, and enhance patient engagement. Lecture units: 2, Lab units: 1.

NUR 322 Systems-Based Practice: Evidence, Informatics, and Quality Improvement (2) This course introduces students to systems-based practice through the lens of evidence-based nursing, healthcare informatics, and quality and safety science. Students analyze the use of clinical data, performance metrics, and digital technologies to improve care outcomes, enhance patient safety, and inform decision-making at the microsystem and systems levels. Emphasis is placed on evidence-based strategies, interventions, and tools that foster a culture of continuous reassessment, improvement, and learning in the microsystem work environment. Lecture units: 2

NUR 331 Advanced Pathophysiology (3) This course provides an in-depth exploration of the physiological and pathophysiological mechanisms underlying disease processes across the lifespan. Emphasis is placed on cellular and systemic responses to genetic, environmental, and lifestyle factors that contribute to altered health states. Through analysis of current research and clinical case studies, students apply clinical reasoning to recognize patterns of disease within the broader context of environmental, behavioral, and social influences on health. Lecture units: 3.

NUR 332 Transition to Professional Practice: CNL Core Competencies (2) This course equips the student to with foundational skills in clinical leadership, care coordination, communication, delegation, and risk reduction. Emphasis is placed on deepening the understanding of the CNL's responsibilities in managing care environments, supporting quality and safety, and improving population-focused outcomes to lead within complex healthcare systems by integrating principles of organizational leadership, change management, and interprofessional collaboration. Lecture units: 2.

NUR 341 Advanced Pharmacology (3) This course provides a rigorous study of pharmacologic principles and the clinical application of pharmacotherapeutics across the lifespan. Content includes pharmacokinetics, pharmacodynamics, drug classifications, adverse effects, drug interactions, and evidence-based prescribing practices. Students examine the clinical rationale for medication selection, monitoring parameters, and safe administration within the context of diverse populations and complex care environments. Emphasis is placed on the role of the nurse leader in promoting medication safety, supporting optimal pharmacologic outcomes, and responsible stewardship of healthcare resources. Lecture units: 3.

NUR 342 Emergency Response and Resource Stewardship (2) This course focuses on preparedness and response within public health and healthcare systems during disasters and emergencies. Students explore incident command structures, public health emergency operations, and crisis-standards of care. Emphasis is placed on risk assessment, communication, and coordination within interprofessional and community systems. Learners also apply cost-benefit and return-on-investment (ROI) principles to evaluate resource allocation and build basic business cases for quality improvement during emergency and high-resource-demand situations. Christian perspectives on justice, compassion, and responsible stewardship inform decision-making in crisis contexts. Lecture units: 2.

NUR 351 CNL Immersion I: Clinical Microsystem Assessment (7) In this clinical practicum, Students engage in an in-depth assessment of a clinical microsystem, applying principles of systems theory, data analytics, and interprofessional collaboration. Students identify areas for improvement and develop an evidence-informed quality improvement project plan. Students apply a holistic Christian lens to assess the spiritual, ethical, and cultural dimensions of care; Integrate knowledge regarding social, political, economic, and historical issues that impact nursing and health care into the evaluation and design of potential solutions for care delivery challenges. Lecture units: 1, Lab units: 6 (270 clinical hours).

NUR 352 Healthcare: Systems, Policy, and Advocacy (2) This course examines healthcare structures, financing mechanisms, regulatory influences, and policy development across local, state, and national systems. Students analyze cost, value, and equity implications and develop advocacy strategies to improve population and system-level outcomes. Christian commitments to justice, stewardship, collaboration, and compassionate service guide evaluation of ethical policy decisions and resource use Lecture units: 2.

NUR 361 CNL Immersion II: Implementation and Evaluation (7) In this clinical practicum, students implement and evaluate their quality improvement project within a clinical microsystem, demonstrating leadership in quality improvement, resource management, and care coordination. Emphasis is placed on measurable outcomes, sustainability, professional accountability, interprofessional collaboration, and Christian leadership in advancing safe, effective, and compassionate care. Lecture units: 1, Lab units: 6 (270 clinical hours).

NUR 362 CNL Synthesis/Capstone (2) In this seminar students will synthesize learning across the program and demonstrate achievement of Clinical Nurse Leader (CNL) competencies and AACN Level II Competencies. Students critically reflect on professional growth and leadership development. Students engage in professional reflection, prepare for CNL certification, and present outcomes from their quality improvement project. Lecture units: 2.