

School of Nursing

Graduation requirements and regulations for every academic program are provided in this catalog; however, this catalog is for informational purposes only and does not constitute a contract. Degree and program requirements and course descriptions are subject to change.

Beginning with the 2026-2027 academic year, the KU School of Nursing has implemented curricular revisions in all programs. If a student was admitted to the School of Nursing prior to this academic year, they follow the catalog of the year they entered KU. See the catalog archives (<https://catalog.ku.edu/archives/>) and advisor (<http://www.advising.ku.edu/>) for details.

The School of Nursing is one of three schools at the University of Kansas Medical Center (<http://www.kumc.edu/>) (KUMC) in Kansas City, Kansas. Academic programs at KUMC are offered through the Schools of Health Professions, Medicine, and Nursing. In addition to the Kansas City campus location, the School of Nursing has a campus location in Salina, Kansas. The Office of Graduate Studies at KUMC (<http://www.kumc.edu/academic-affairs/graduate-studies.html>) handles matters related to graduate programs in Health Professions, Medicine, and Nursing.

The KU School of Nursing's baccalaureate (BSN), Master of Science in Nursing - Direct Entry (MSN-DE), doctor of nursing practice (DNP), and post-master certificate programs are accredited by the Commission on Collegiate Nursing Education (CCNE) (<https://www.aacnursing.org/CCNE/>), 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791. CCNE is a nationally recognized professional accrediting body for collegiate nursing programs. The baccalaureate program, APRN certificates, and DNP APRN specialties also are approved by the Kansas State Board of Nursing (<http://www.ksbn.org/>). The Nurse-Midwifery Program is fully accredited by the Accreditation Commission for Midwifery Education (ACME) (<https://www.midwife.org/acme/>) of the American College of Nurse-Midwives, 2000 Duke Street, Suite 300, Alexandria, VA 22314, (703) 835-4565.

School of Nursing Degree Programs

Degrees (p. 1)

Bachelor of Science in Nursing (<https://catalog.ku.edu/nursing/bs/>)
 Master of Science in Nursing (<https://catalog.ku.edu/nursing/ms-nursing/>)
 Doctor of Nursing Practice (<https://catalog.ku.edu/nursing/dnp/>)
 Doctor of Philosophy in Nursing (<https://catalog.ku.edu/nursing/phd/>)

Certificates (p. 1)

Post-Master's Certificate Programs in Nursing (<https://catalog.ku.edu/nursing/certificates/>)
 Graduate Certificate - Adult-Gerontology Acute Care Nurse Practitioner (<https://catalog.ku.edu/nursing/certificates/advancedpractice/practitioner/>)
 Graduate Certificate - Family Nurse Practitioner (<https://catalog.ku.edu/nursing/certificates/family-nurse-practitioner/>)
 Graduate Certificate - Health Professions Educator (<https://catalog.ku.edu/nursing/certificates/healthprofessionseducator/>)
 Graduate Certificate - Nurse Midwifery (<https://catalog.ku.edu/nursing/certificates/advancedpractice/midwifery/>)
 Graduate Certificate - Psychiatric/Mental Health Nurse Practitioner (<https://catalog.ku.edu/nursing/certificates/advancedpractice/psychiatric/>)

Undergraduate Programs

Bachelor of Science in Nursing (BSN)

The **Bachelor of Science in Nursing (BSN)** prepares students to practice in an evolving and dynamic healthcare environment. The program integrates nursing science with liberal arts education--preparing the graduate for a career as professional registered nurse (RN). There are three pathways leading to a BSN degree:

On-Campus BSN

This entry-level track is for students who want to become a registered nurse. Upon completion, graduates are eligible to take the National Council Licensure Examination (NCLEX) to become a licensed registered nurse. This BSN track is offered at Kansas City and Salina campus locations.

Community College Nursing Partnership (CCNP)

This track is for students who are pursuing an Associate Degree in Nursing (ADN) at a partnering community college and who wish to earn a BSN degree through a dual enrollment option with the KU School of Nursing. This program builds on foundational clinical skills and knowledge acquired through the ADN program. The BSN courses for this track are offered online.

RN to BSN

This track is for licensed registered nurses who wish to obtain a BSN degree. Building on the initial nursing education, this program expands and deepens an RN's knowledge base to advance their practice. This BSN track is offered online.

High School Preparation

High school students planning to enter the baccalaureate program in nursing are encouraged to follow a general college preparatory course of

study. College preparatory programs usually emphasize basic preparation in English, mathematics, natural science, and social sciences.

Graduate Programs

Basic admission requirements are listed in the Graduate Studies (<https://catalog.ku.edu/graduate-studies/#admissiontext>) section of the online catalog. Individual graduate programs may have additional specific requirements including prerequisite undergraduate or graduate courses. These are listed or referenced in program descriptions.

The School of Nursing offers the following graduate programs:

- Master of Science in Nursing - Direct Entry (<https://catalog.ku.edu/nursing/ms-nursing/>) (*not admitting new students for 2026-2027*)
- Doctor of Nursing Practice (<https://catalog.ku.edu/nursing/dnp/>)
- Doctor of Philosophy (<https://catalog.ku.edu/nursing/phd/>)
- Post-Graduate Nursing Certificates (<https://catalog.ku.edu/nursing/certificates/>)

For more information about the graduate programs offered at the KU School of Nursing, visit the School of Nursing website (<http://nursing.kumc.edu/>).

Undergraduate University Regulations

For information about university regulations, see Regulations (<https://catalog.ku.edu/regulations/>) or visit the University of Kansas Policy Library (<http://www.policy.ku.edu/>). The School of Nursing Handbook (<https://www.kumc.edu/school-of-nursing/academics/student-handbook.html>) also contains policies, procedures, and guidance helpful for students.

Academics: Grading

All courses designated "NURS" must be completed with a grade of C or better to meet requirements for graduation. Courses in which grades of D and F are earned do not count toward graduation. All undergraduate clinical/practicum courses must be completed with a "satisfactory" (S) to meet requirements for graduation. No student will be allowed to graduate with an "unsatisfactory" (U) in a clinical course. The School of Nursing grading scale is detailed in the School of Nursing Student Handbook (<https://www.kumc.edu/school-of-nursing/academics/admissions-and-aid/student-handbook.html>).

No undergraduate student may graduate with:

1. nursing GPA below 2.0, and/or
2. cumulative GPA below 2.0, and/or
3. unsatisfactory grades

If necessary to maintain the minimum course grade of C or S, a student may repeat a course once to earn the necessary grade. Failure to achieve a C or S in two nursing courses, or the repeated nursing course, will result in dismissal from the School of Nursing at semester's end. If the second failure is in a course at the end of the first rotation, the student will be prohibited from beginning a new course in the second rotation. The student may complete courses currently in progress.

Academic Concern

Students who are in danger of failing a course (< 75%) are notified at mid-semester via email. It is the student's responsibility to seek a conference with their advisor and appropriate faculty to make a plan for improvement.

Academic Forgiveness

Academic forgiveness does not apply in the School of Nursing undergraduate programs.

Application

Each undergraduate program (i.e., BSN, RN to BSN, CCNP) abides by specific application requirements and deadlines. More details can be found within the description of each program.

Credit/No Credit

Credit/no credit is not available for courses required of a student's major or minor program of study; this would include all BSN pre-requisites and nursing coursework. For more information, visit the KU Policy Library (<https://policy.ku.edu/>). Warning: Certain undesirable consequences may result from exercising the option. Some schools, scholarship committees, and honorary societies do not accept this grading system and convert grades of No Credit to F when computing grade-point averages. The KU School of Nursing does not accept Credit classes where a Credit designation is awarded for the grade of D.

Graduation with Distinction and Highest Distinction

Students who rank in the upper 10 percent of their graduating class may graduate *With Distinction*. The upper third of those students awarded *With Distinction* may graduate *With Highest Distinction*. The list is compiled each spring and includes August, December, and May graduates.

Honor Roll

Students with grade-point averages of 3.5 who have completed at least 12 hours in fall or spring semesters are recognized on the Dean's List. A Dean's List notation appears on the transcript.

Honors Graduates

For students who complete the School of Nursing's Honors Program, designation of Departmental Honors appears on the transcript.

Leave of Absence

Students must request a leave of absence if they are not intending to be continuously enrolled. This process is initiated with the academic advisor.

Program Completion Time Limit

Bachelor of Science in Nursing degree requirements must be completed within five years of the date of first enrollment in BSN program courses.

Reactivation After Program Departure

Students who are not continuously enrolled each semester (except for the Summer session) must request to have their records reactivated. If a student has not enrolled in over a year, their eligibility to have their status re-activated will be verified with the School of Nursing by the Office of the Registrar. Prior performance in nursing coursework and available space in the program will be considered.

Readmission to a School of Nursing Program

When a student who has withdrawn completely from the School of Nursing (voluntarily or through academic dismissal) wishes to reenter the

appropriate program in the School, the following procedure should be followed:

1. Completion of a new application form with application fee
2. Submission of any transcripts which include coursework not already on file in the School of Nursing
3. Statement from the applicant describing their activities since the last enrollment in the School of Nursing
4. Statement about the reasons the applicant thinks the request for readmission should be approved
5. These items will be reviewed and the applicant will be informed of the decision

Repetition of Courses

For admission to the School of Nursing, grades in all courses taken and retaken are included in the grade-point average. All grades are considered for calculation of honors and awards. Repetition of nursing courses is outlined in the School of Nursing Student Handbook. (<https://www.kumc.edu/school-of-nursing/academics/admissions-and-aid/student-handbook.html>)

Transfer of Credit

CredTran (<http://credittransfer.ku.edu/>) is a transfer course equivalency system that lists more than 2,200 colleges and universities from which KU has accepted transfer courses in the past. If your school or course is not listed, transfer credit will be evaluated as part of your admission to KU. Only transfer grades of C- or higher apply toward graduation at KU.

Withdrawal From Courses - Corequisites

Should an undergraduate student withdraw from any NURS lecture course, they must withdraw from the corequisite practicum (clinical) course for that semester. The student will be administratively withdrawn if they do not drop the clinical course voluntarily.

Graduate University Regulations

For information about university regulations, see Regulations (<https://catalog.ku.edu/regulations/>). For Graduate Studies regulations, see Office of Graduate Studies, Medical Center Campus (<https://catalog.ku.edu/graduate-studies/kumc/>) section of this catalog. The School of Nursing Student Handbook (<https://www.kumc.edu/school-of-nursing/academics/student-handbook.html>) also contains policies, procedures, and guidance helpful for students.

Grades

The basic grading system of Graduate Studies is an A, B, C, D, F, system, where A designates above-average graduate work; B, average graduate work; C, passing but not average graduate work; D and F, failing graduate work. D and F grades do not count toward a graduate degree.

“P” Grades

The letter P is used in this system only to indicate participation in thesis, dissertation, and research enrollments directly related to thesis or dissertation, or in the first semester enrollment of a two-semester sequence course. When the student's performance is considerably above or below expectations in research enrollments directly related to thesis or dissertation, with permission of the Vice Chancellor for Academic Affairs, instructors may assign a letter grade (A, B, C, D, or F). Upon completion of thesis or dissertation, as evidenced by the presentation of

a thesis or dissertation, a letter grade (A, B, C, D, or F) shall be reported by the instructor for the last term of thesis or dissertation hour(s) in which the student was enrolled. This grade is to be based largely on the final product. The “I” grade is not appropriate for enrollment in thesis, dissertation, and research and will not be accepted.

Incompletes

For enrollments other than thesis, dissertation, or research, the letter I - for incomplete - is used to indicate coursework that has been of passing quality, some part of which is, for good reason, unfinished. The grade of I for graduate courses shall remain unchanged on the student's record except that should the student subsequently complete the coursework, the instructor would then change the I to a letter grade, i.e., A, B, C, D, or F. In addition, the School of Nursing has established a policy that students in the Master of Science, Doctor of Nursing Practice, or Doctor of Philosophy in nursing programs have a maximum of one year from the time they receive an I to complete the course requirements and receive a grade. The instructor has the prerogative to require a shorter time for completion of the requirements. If the student wishes to receive credit for a course incomplete for longer than 1 year, the student then must enroll and repeat the coursework. Any exception to this rule would be determined by petition to the respective School of Nursing Graduate Committee. Students enrolling in courses outside of the outside the School of Nursing should inquire about the departmental policies for incomplete coursework, because those policies may differ.

Graduate Program Completion Time Limit

Students have 5 years in which to complete the requirements for the Master of Science in Nursing degree and 8 years to complete the Doctoral degree (Ph.D. or DNP) in Nursing. Extension of the limit may be granted in exceptional circumstances for up to 1 year at a time by the Graduate Division of a student's school or college upon receipt of a satisfactorily documented petition from the student and a letter of support from the thesis or dissertation advisor. If the program is not completed within the time limit and an extension has not been granted, those courses which are over 7 or 8 years old must be repeated. If, for any reason, a graduate student is unable to enroll in coursework in any semester, the student must notify the Office of Student Affairs. In some circumstances, a leave of absence may be appropriate.

Probationary Policy

If a graduate student falls below a 3.0 GPA in any semester or term, that student will be placed on academic probation. The student attending full-time (9 semester credits) must attain an overall B average in the next semester of full-time enrollment to be removed from probation. Part-time students will be evaluated at the end of each subsequent semester to determine their progress toward raising the overall GPA to 3.0. No more than the equivalent of a semester of full-time study will be allowed on probation. Students admitted on probation will be removed from probation upon completion of the first 9 hours if the overall GPA is above 3.0. If the GPA is below 3.0, the student will face academic dismissal.

Nursing Courses

NURS 101. Pathway to Nursing: A Career Exploration. 1 Credits.

This one-credit course explores diverse nursing roles, career pathways, and labor market outlook. Students gain insights from nursing leaders and identify essential skills in time management, problem-solving, and communication. Students will strengthen their readiness for future nursing practice.

NURS 300. Knowledge for Nursing Practice. 3 Credits.

Students explore foundational knowledge, values, and ways of knowing that shape nursing practice. Nursing theories, spheres of care, and the integration of personal values, emotional intelligence, and self-awareness will be explored. Emphasis is placed on developing professional identity, ethical practice, and lifelong learning through clinical judgment, technology use, and self-assessment.

NURS 301. Health Assessment Across the Lifespan. 2 Credits.

Students develop foundational nursing knowledge and skills to conduct comprehensive, person-centered health assessments across the lifespan. A focus on safety, clinical judgment, and communication skills essential for effective patient care and documentation will be emphasized.

NURS 302. Pathophysiology and Pharmacology I. 4 Credits.

Students learn foundational concepts of pathophysiology and pharmacology across the lifespan, building on prior knowledge. The focus will be on understanding disease processes, drug classifications, and safe medication practices. Students will connect disease mechanisms with pharmacologic treatments to support safe, ethical, and evidence-based nursing care.

NURS 303. Pathophysiology and Pharmacology II. 4 Credits.

Students will continue to learn foundational concepts of pathophysiology and pharmacology across the lifespan, building on prior knowledge. The course focuses on understanding disease processes, drug classifications, and safe medication practices. Students will connect disease mechanisms with pharmacologic treatments to support safe, ethical, and evidence-based nursing care. Prerequisite: NURS 302.

NURS 320. Pathophysiology for the Practicing Nurse. 3 Credits.

This course is designed to provide students with a basic understanding of pathophysiological changes that occur within the internal environment of the individual. Understanding these alterations is basic to providing quality nursing care. System variations across the lifespan are addressed. Prerequisites: Admission to the School of Nursing and RN to BSN program or consent of instructor.

NURS 326. Pharmacology for the Practicing Nurse. 3 Credits.

Pharmacodynamics and pharmacokinetics of drug therapy are discussed in order to provide a basic understanding of the client's reaction to a drug, both therapeutically and adversely, and to predict potential drug interactions. Internal and external environmental factors affecting drug therapy are assessed in order to provide a comprehensive database for therapeutic nursing interventions. Specific prototypes of selected drug classifications provide the framework for understanding the action, use, side effects and nursing implications of drugs. The nurse's role in drug administration, assessment of drug effects, and client system education are emphasized. Legal and ethical responsibilities for administering drugs are considered. Prerequisite: Admission to the School of Nursing or consent of instructor.

NURS 327. Communicating and Managing Healthcare Information. 3 Credits.

Basic theories of interpersonal communication, information technologies, and information management are explored. Use of these skills and technologies to develop therapeutic relationships with patients and the interdisciplinary healthcare team is emphasized. Legal and ethical issues related to health information technology and health information exchanges will be examined. Prerequisite: Admission to the School of Nursing or consent of instructor. Corequisite: NURS 331, NURS 328, NURS 329, NURS 330, NURS 332, NURS 333 or consent of instructor.

NURS 328. Professional Development I: Introduction to the Profession. 2 Credits.

Students are introduced to the evolution of the profession of nursing. Concepts of caring, professional identity and scholarship are examined.

Students will have opportunities to investigate personal and professional boundaries, examine their own beliefs and values, and explore the value of scholarship on nursing practice. Students will examine how their lived experience will impact their professional practice. Prerequisite: Admission to the School of Nursing or consent of instructor. Corequisite: NURS 327, NURS 331, NURS 329, NURS 330, NURS 332, NURS 333 or consent of instructor.

NURS 329. Alterations in Physiological Functioning I. 2 Credits.

Basic mechanisms underlying illness and disease are stressed as a basis for the understanding of health promotion and disease prevention in this first of two sequential courses. Pathophysiological changes that occur within the environments of individuals in the presence of dysfunction or disease of selected systems are presented as a rationale for nursing diagnoses and therapeutic interventions. System variations across the life span (fetuses, children, pregnant women, adults, and older adults) are addressed. Prerequisite: Admission to the School of Nursing or consent of instructor. Corequisite: NURS 327, NURS 331, NURS 328, NURS 330, NURS 332, NURS 333 or consent of instructor.

NURS 330. Pharmacology I. 2 Credits.

Pharmacodynamics and pharmacokinetics of drug therapy across the lifespan are discussed in order to provide a basic understanding of the patient's reaction to a drug both therapeutically and adversely, and to predict potential drug interactions. Personal, genetic, and environmental factors affecting drug therapy are assessed in order to provide a comprehensive data base for therapeutic nursing interventions. Specific prototypes of selected drug classifications provide the framework for understanding the action, use, adverse effects and nursing implications of drugs. The nurse's role in drug administration, assessment of drug effects, and patient education are emphasized. Legal and ethical responsibilities for administering drugs are considered. Prerequisite: Admission to the School of Nursing or consent of instructor. Corequisite: NURS 327, NURS 331, NURS 328, NURS 329, NURS 332, NURS 333 or consent of instructor.

NURS 331. Basic Assessment and Clinical Skills. 3 Credits.

Skills necessary to perform basic patient assessment and clinical skills are discussed and demonstrated. Opportunities are provided in a laboratory setting for students to demonstrate cognitive and psychomotor competencies of therapeutic interventions and assessment of the individual patient across the life span. The emphasis is on interviewing techniques, physical examination, and psychomotor skills. Developmental factors and risk factors, including genetic and environmental, that affect the patient's health will be explored. Prerequisite: Admission to the School of Nursing or consent of instructor. Corequisite: NURS 327, NURS 328, NURS 329, NURS 330 or consent of instructor.

NURS 332. Health and Illness: Foundations of Nursing. 3 Credits.

Concepts basic to the art and science of nursing are introduced as a foundation for safe, quality patient care. Emphasis is placed on the patient and/or designee as the source of control and full partner in providing compassionate and coordinated care. Evidence-based principles of nursing and health promotion are integrated to prepare the student to meet the health-related needs of a patient. The nurse's role as a member of the interdisciplinary team will be examined. Prerequisite: Corequisite: NURS 331, NURS 327, NURS 328, NURS 329, NURS 330, NURS 333, or consent of instructor.

NURS 333. Practicum I: Foundations of Nursing. 1 Credits.

Evidence-based clinical reasoning is applied in the care of individual patients with acute and chronic illness to ensure safe and quality outcomes. Emphasis is placed on the patient and/or designee as the source of control and full partner in providing compassionate and coordinated care. Tools of communication and technology are utilized

in the delivery and documentation of care. The role of the nurse within the interdisciplinary team is demonstrated. Prerequisite: NURS 331, or consent of instructor. Corequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 332, or consent of instructor.

NURS 334. Professional Development II: Image, Roles, and Ethics. 3 Credits.

Ethical principles are applied to care of persons in diverse settings. Team building and group process skills are explored to facilitate students working within teams. The role of the nurse as a member of the interprofessional team is examined using concepts of ethics, advocacy, group process, and team building. The professional responsibilities and role of the advocate will be explored. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 331, NURS 332, NURS 333, or consent of instructor. Corequisite: NURS 335, NURS 336, NURS 337, NURS 338, NURS 339, or consent of instructor.

NURS 335. Quality Improvement. 2 Credits.

Continuous quality improvement is introduced as a foundation for quality care and patient safety. Data to monitor the processes and outcomes of care are discussed. Methods to design and test changes to continuously improve the quality and safety of healthcare systems are explored. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 331, NURS 332, NURS 333, or consent of instructor. Corequisite: NURS 334, NURS 336, NURS 337, NURS 338, NURS 339, or consent of instructor.

NURS 336. Alterations in Physiological Functioning II. 3 Credits.

Building on NURS 321, this course expands knowledge of pathophysiological changes that occur within the environments of the individual in the presence of dysfunction or disease. The most common alterations in selected physiological systems are presented as a framework for clinical reasoning. Relevant risk factors, epidemiology, pathophysiologic mechanisms, and clinical manifestations across the life span (fetuses, children, pregnant women, adults, and older adults) are discussed. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 331, NURS 332, NURS 333, or consent of instructor. Corequisite: NURS 334, NURS 335, NURS 337, NURS 338, or consent of instructor.

NURS 337. Pharmacology II. 2 Credits.

In this second sequential course, students continue their study of pharmacology across the lifespan. Specific prototypes of selected drug classifications provide the framework for understanding the action, use, adverse effects and nursing implications of drugs. The nurse's role in drug administration, assessment of drugs' effects, and patient education are emphasized. Legal and ethical responsibilities for administering drugs are considered. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 331, NURS 332, NURS 333, or consent of instructor. Corequisite: NURS 335, NURS 336, NURS 337, NURS 338, NURS 339, or consent of instructor.

NURS 338. Health and Illness: Nursing Across the Lifespan. 3 Credits.

A greater sophistication of clinical judgment is developed to achieve safe and quality outcomes using multiple ways of knowing including nursing knowledge. Emphasis is placed on managing the care of patients experiencing acute and chronic illnesses and promoting health across the lifespan. Strategies to empower and engage patients/designees in all aspects of the health care process are examined. Evidenced-based therapeutic nursing interventions that meet a patient's holistic health needs will be expanded. Perspectives of other health care members will be recognized in order to collaborate and work effectively as a team to provide interdisciplinary care. Technology and communication skills are integrated as methods to support safe processes of care. Prerequisite: NURS 331, NURS 332, NURS 333, NURS 327, NURS 328, NURS 329,

NURS 330, or consent of instructor. Corequisite: NURS 334, NURS 335, NURS 336, NURS 337, NURS 339, or consent of instructor.

NURS 339. Practicum II: Nursing Across the Lifespan. 3 Credits.

Students engage patients in active partnerships to manage acute and chronic illness and promote health across the lifespan. Multiple sources of evidence are incorporated into the planning, implementation and evaluation of nursing care including nurse sensitive quality indicators. Coordination, integration and continuity of care for multiple patients will be applied in the healthcare microenvironment. Emphasis is placed on further development of clinical judgment and interprofessional collaboration to ensure safe and quality outcomes. Technology and information management tools are utilized to support safe processes of care across the lifespan. Prerequisite: NURS 331, NURS 332, NURS 333, NURS 327, NURS 328, NURS 329, NURS 330, or consent of instructor. Corequisite: NURS 334, NURS 335, NURS 336, NURS 337, NURS 338, or consent of instructor.

NURS 345. Nursing of Children: Practicum. 2 Credits.

Evidenced based clinical reasoning is applied in the care of children with acute and chronic illness to ensure safe and quality outcomes. Emphasis is placed on the patient and/or designee as the source of control and full partner in providing compassionate and coordinated care. Tools of communication and technology are utilized in the delivery and documentation of care. The role of the nurse within the interdisciplinary team is demonstrated. Prerequisite: NURS 333, NURS 339, or consent of instructor.

NURS 346. Nursing of Adults: Practicum. 2 Credits.

Evidenced based clinical reasoning is applied in the care of adults with acute and chronic illness to ensure safe and quality outcomes. Emphasis is placed on the patient and/or designee as the source of control and full partner in providing compassionate and coordinated care. Tools of communication and technology are utilized in the delivery and documentation of care. The role of the nurse within the interdisciplinary team is demonstrated. Prerequisite: NURS 333, NURS 339, or consent of instructor.

NURS 347. Introduction to Healthcare Practices in Rural Communities. 2 Credits.

This course offers a broad overview of the unique challenges that are encountered in rural healthcare. Introduction to the role of the nurse within the rural healthcare setting and community is provided. Students will explore patterns of health, illness, and resources that meet the diverse needs of rural communities. Students will examine the influence of the rural community culture on health care practice. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 331, NURS 332, NURS 333, NURS 335, NURS 336, NURS 337, NURS 338, NURS 339.

NURS 352. Client Assessment for the Practicing Nurse. 3 Credits.

Opportunities are provided, in a laboratory setting and with simulations, to demonstrate competencies in assessment of the individual client system across the life span. Historical data collection and psychological and physical assessment are reviewed. Interviewing techniques and the four basic methods of physical examination (inspection, percussion, palpation, and auscultation) are presented. Critical thinking is emphasized to cluster data to select and support nursing diagnoses. Prerequisite: Admission to the School of Nursing and RN licensure, or consent of instructor.

NURS 356. Using Technology and Informatics to Improve Patient Safety. 3 Credits.

Beginning theory and practical applications of various uses and results of computer technologies, including electronic health records, are explored in order to provide the basic skills and current infrastructure for information management in healthcare delivery. These concepts and

skills are essential for curriculum related activities, as well as for providing therapeutic nursing interventions and communications with faculty, client systems, and other healthcare participants. Built-in safeguards, and legal and ethical issues related to electronic communications and health records are emphasized using 21st century tools of communication and collaboration. Knowledge and skills presented in this course will be expanded in future nursing courses related to the baccalaureate completion program. Prerequisite: Admission to the School of Nursing or consent of instructor, Satisfactory completion of a statistics course.

NURS 357. Introduction to the Baccalaureate Nurse Role. 3 Credits.

Contemporary issues confronting the nursing profession are discussed. Personal accountability, professional boundaries, and group process skills are explored to facilitate students working within interprofessional health care teams. Students will examine their own beliefs and values, establish personal and professional boundaries, and develop their personal philosophy of nursing. Students will explore how their lived experience will impact their professional practice. Prerequisite: Admission to the School of Nursing or consent of instructor.

NURS 360. Person-Centered Care I: Wellness and Disease Prevention. 3 Credits.

Students gain foundational knowledge in wellness, health promotion, and disease prevention across the spheres of care by applying clinical judgment to assess risks, prioritize needs, and collaborate using culturally responsive, holistic approaches. Students will be prepared to deliver safe, person-centered care across the lifespan.

NURS 382. Honors Seminar. 1 Credits.

This seminar provides the Honors nursing student the opportunity to explore topics of interest and begin reviewing the current research literature on a given topic. Emphasis is placed on interaction with active nurse researchers to enable the student to identify available research opportunities in ongoing studies. Students are introduced to the application of various methods used to address nursing questions. Prerequisite: Admission to the Nursing Honors Program.

NURS 390. Applied Practice I: Foundations of Nursing Practice. 4 Credits.

Students will use foundational nursing skills and behaviors in simulated and clinical settings in performing health assessments, practicing clinical skills, and communicating effectively using a holistic approach to support wellness and disease prevention. By the end of the course, students will be able to provide basic care, communicate, and reflect on their role as future nurses.

NURS 400. Lifestyle Considerations in Nursing. 2 Credits.

This course will introduce the concept of healthy lifestyle considerations including nutrition, sleep, physical activity, stress management, and social networks from multiple, diverse perspectives. The relationship of lifestyle considerations with health promotion, disease prevention, and chronic disease care will be explored. The registered nurse's unique role in promoting positive lifestyle changes and health equity across diverse populations of persons will be addressed.

NURS 401. Basic Spanish for Nurses. 2 Credits.

This is an entry level Medical Spanish course for students with minimal or no Spanish language education. Students will develop working language skills, learning techniques for optimal communication, phonetics, morphology, grammar, understanding sentence structure, conjugation and cultural aspects applicable to the current health care environment. The goal is to achieve proficiency and confidence when using the Spanish language with Hispanic patients. Prerequisite: None or Consent of Instructor.

NURS 402. Health Care of the Older Adult. 2-3 Credits.

Students will explore concepts and theories to increase their knowledge base of the complex challenges that face older adults and their families. Emphasis will be on promotion, maintenance and restoration of health and wellness, and the prevention of disease. Internal and external environmental factors will be assessed including biophysical, psychological, behavioral, sociocultural, economic and political. Students will utilize case examples and discussion to practice integrating communication and clinical skills into the role of the nurse as a client advocate and professional health team member. A clinical experience option for one-credit hour is offered for students to provide direct care to older adults in a variety of settings. Prerequisite: NURS 360, NURS 420, NURS 434 or consent of instructor.

NURS 408. Spirituality in Healthcare. 2 Credits.

The focus of this elective is to explore the relationship between spirituality and a person's health. A non-religious approach with a focus on global spiritual traditions and needs will be explored. Prerequisite: Admission to the School of Nursing or consent of instructor.

NURS 410. Primary Women's Health Care Across the Lifespan. 3 Credits.

Psychological, sociological, and physiological issues of health and human functioning of the female client systems across the life span are explored. Theory and research-based therapeutic management of acute, episodic, and chronic conditions that occur in community based women and their families will be planned. Professional values including standards of practice, certification, cultural, legal and ethical issues, and professional roles will be addressed. The health care delivery system will be analyzed for cost effectiveness and sensitivity to women. Prerequisite: Corequisite: RN-BSN student or consent of instructor.

NURS 411. Population-Based Nursing. 3 Credits.

Concepts and theories related to providing health care to complex systems and aggregates in the community, state, nation and world are explored. Emphasis is placed on the promotion, maintenance and restoration of health and wellness, and the prevention of disease. Environmental components including historical, political, social, cultural, and economic factors are presented. The role of the health care provider in identifying, prioritizing and meeting the health and life participation needs of populations is discussed. Prerequisite: Admission to the School of Nursing.

NURS 412. Nursing in Healthcare Microsystems. 3 Credits.

Nursing practice in an evolving health care system is addressed with emphasis on the unique challenges in micro-environments of health care delivery. The microsystem is the structural unit responsible for delivering care to specific patient populations or the frontline places where patients, families, and care teams meet. This environment is where the nurse participates in a broad mixture of direct and indirect care patient care delivery. Findings of current research related to nursing leadership are discussed. Professional, organizational, historical, and social factors that affect health care delivery within a clinical micro system are considered. Prerequisite: Admission to the School of Nursing or consent of instructor.

NURS 413. Ethics, Advocacy, and Collaboration in Nursing Practice. 3 Credits.

Ethical principles of patient care are applied. Team building and group process skills are explored to facilitate working within the interprofessional healthcare team. The role of the nurse as a member of the healthcare team is examined using concepts and theories of communication, group process, team building, and advocacy. Skills to continue professional growth and support excellence in nursing practice are investigated. Prerequisite: Admission to the School of Nursing or consent of instructor.

NURS 414. Organizational Influences on Nursing Practice. 3 Credits.

The impact that nursing departments and organizational decision making has on the achievement of quality patient outcomes will be explored. Nursing practice in an evolving health care system is addressed with emphasis on the unique challenges in the meso-environment of health care delivery. The role of the nurse as leader in achieving organizational goals addressing socio-cultural, economic, legal, and political environmental factors is examined. Prerequisite: Admission to the School of Nursing or consent of instructor.

NURS 415. Improving Healthcare Quality. 3 Credits.

Skills of inquiry and information literacy are developed to locate and evaluate information to improve healthcare quality. Continuous quality improvement is introduced as a foundation for quality care and patient safety. Data to monitor the processes and outcomes of care are discussed. Methods to design and test changes to continuously improve the quality and safety of healthcare systems are explored. Prerequisite: Admission to the School of Nursing or consent of instructor, Satisfactory completion of a statistics course.

NURS 416. Evidence-Based Nursing Practice. 3 Credits.

Searching, critiquing and synthesizing sources of evidence as it applies to the nurse's clinical practice will be emphasized. Fundamental principles of the research process and models for applying evidence to clinical practice will be explored. Strategies for implementation of evidence into clinical practice will be discussed. Prerequisite: Admission to the School of Nursing or consent of instructor, Satisfactory completion of a Statistics course.

NURS 417. Influences of the Healthcare Macro-System on Nursing Practice. 3 Credits.

Nursing practice in an evolving health care system is addressed with emphasis on the unique challenges in the macro-environment of health care delivery. The role of the nurse as a provider of direct and indirect care is expanded to include local, state, national and international regulatory, legal, and professional association's interactions that impact the ability of the nurse to deliver patient care. Prerequisite: Admission to the School of Nursing.

NURS 418. Clinical Leadership Practicum. 3 Credits.

Students engage in a clinical learning experience whereby they integrate new knowledge and demonstrate attainment of BSN program outcomes. The clinical practice experiences facilitate students in directly engaging with patients through a collaboration with clinical site nursing staff. Clinical practice experiences include but are not limited to, planned learning activities in nursing practice that allow students to synthesize knowledge and understand, perform, and refine professional competencies as a clinical nurse leader at the BSN level. Prerequisite: Prerequisite: NURS 356, NURS 357, NURS 411, NURS 412, NURS 413, NURS 414, NURS 415, NURS 416. Pre/Co-requisite: NURS 417. Or consent of instructor.

NURS 441. Evidence Based Practice in Nursing. 3 Credits.

Searching, critiquing and synthesizing sources of evidence as it applies to the nurse's clinical practice will be emphasized. Fundamental principles of the research process and models for applying evidence to clinical practice will be explored. Strategies for implementation of evidence into clinical practice will be discussed. Prerequisite: Admission to the RN to BSN program, course in statistics, or consent of instructor.

NURS 443. Developing the Baccalaureate Nurse Role. 3 Credits.

Contemporary issues confronting the nursing profession are discussed and methods to advocate for patients and the profession are investigated. Communication, clinical leadership, and evidence-based practice skills that enhance the student's ability to perform in a complex organizational

system are emphasized. Personal accountability, professional boundaries, team building, and group process skills are explored to facilitate students working within interprofessional health care teams. Students will examine their own beliefs and values and develop their personal philosophy of nursing. Prerequisite: Admission to the RN to BSN program.

NURS 444. Using Technology to Enhance Client Safety. 3 Credits.

Beginning theory and practical applications of various uses and results of computer technologies, including electronic health records, are explored in order to provide the basic skills and current infrastructure for information management in healthcare delivery. These concepts and skills are essential for curriculum related activities, as well as for providing therapeutic nursing interventions and communications with faculty, client systems, and other healthcare participants. Built-in safeguards, and legal and ethical issues related to electronic communications and health records are emphasized using 21st century tools of communication and collaboration. Knowledge and skills presented in this course will be expanded in future nursing courses related to the baccalaureate completion program. Prerequisite: Admission to the RN to BSN program.

NURS 445. International/Global Health Care Elective: A Clinical Experience. 2 Credits.

This course is designed to enlighten students to new cultures, provide the opportunity to see how these cultures deal with health care, and assess the clients' internal and external environment that impact health care. Various roles and responsibilities of nurses participating in international health are examined. A short term immersion experience provides an opportunity to incorporate the nursing process in clinic and community settings and to function as members of a health care team. Prerequisite: NURS 333, NURS 339, or consent of instructor.

NURS 446. Population Based Health Care for the Practicing Nurse. 3 Credits.

Concepts and theories important to providing health care to aggregates, communities, and populations are explored. Health promotion and prevention of disease and injury as essential elements of baccalaureate nursing practice are emphasized. Determinants of health are identified to allow students to construct methodologies that address health care disparities. The role of individuals within the interprofessional healthcare team is examined to determine the contributions of each to the achievement of healthy populations. Prerequisite: Admission to the RN to BSN program.

NURS 447. Nursing Practice within the Clinical Health Care Micro System. 3 Credits.

Nursing practice in an evolving health care system is addressed with emphasis on the unique challenges in micro-environments of health care delivery. The microsystem is the structural unit responsible for delivering care to specific patient populations or the frontline places where patients, families, and care teams meet (2008 AACN Essentials, p. 38). This environment is where the nurse participates in a broad mixture of direct and indirect care patient care delivery. Findings of current research related to nursing leadership are discussed. Professional, organizational, historical, and social factors that affect health care delivery within a clinical micro system are considered. Prerequisite: Admission to the RN to BSN program.

NURS 448. Scholarly Inquiry for Quality Improvement. 3 Credits.

Skills of inquiry and information literacy are developed to locate and evaluate information to improve healthcare quality. Continuous quality improvement is introduced as a foundation for quality care and patient safety. Data to monitor the processes and outcomes of care are discussed. Methods to design and test changes to continuously improve

the quality and safety of healthcare systems are explored. Prerequisite: Admission to the RN to BSN program

NURS 449. Nursing Practice within the Healthcare Organization. 3 Credits.

The impact that nursing departments and organizational decision making has on the achievement of quality patient outcomes will be explored. Nursing practice in an evolving health care system is addressed with emphasis on the unique challenges in the meso-environment of health care delivery. The role of the nurse as leader in achieving organizational goals addressing socio-cultural, economic, legal, and political environmental factors is examined. Prerequisite: Admission to the RN to BSN program

NURS 450. Informatics, Safety, and Quality in Health Care Teams. 3 Credits.

Students explore how nurses use information, technology, artificial intelligence, and communication tools to function as a member of a team and support safe, ethical, person-centered care by examining principles of health informatics, teamwork, and quality improvement strategies. Emphasis is placed on the integration of informatics, safety, and quality that support effective nursing practice.

NURS 451. Navigating the Influences of the Health Care Macro-Environment. 3 Credits.

Nursing practice in an evolving health care system is addressed with emphasis on the unique challenges in the macro-environment of health care delivery. The role of the nurse as a provider of direct and indirect care is expanded to include local, state, national and international regulatory, legal, and professional association interactions that impact the ability of the nurse to deliver patient care. Prerequisite: Admission to the RN to BSN program

NURS 460. Person-Centered Care II: Chronic Disease Management. 3 Credits.

Students will demonstrate emerging competency across the spheres of care with a focus on providing care to those with chronic health conditions by using clinical judgment to support wellness, prevention, and palliative care. Students will be prepared to make collaborative, evidence-based decisions that enhance quality of life and health outcomes. Prerequisite: NURS 360.

NURS 466. Laboratory Data and Diagnostic Procedures: Clinical Applications. 2 Credits.

Understanding and interpreting common laboratory tests and diagnostic procedures to identify potential or actual needs of individuals is the primary purpose of this course. Alterations in laboratory data and diagnostic testing procedures due to common pathological states of individuals across the life span will be explored. The focus will be on using this knowledge to identify nursing concepts, diagnoses, and appropriate interventions.

NURS 469. Independent Study in Nursing. 1-3 Credits.

Students engage in intensive study within a chosen area or population of interest, guided by their written goals, conceptual framework, objectives, and evaluation plan (1- 3 credit hours). Experiences are designed in collaboration with a faculty advisor, who also determines the prerequisite coursework.

NURS 471. Development of a Microsystem Leader. 3 Credits.

Development of a microsystem leader supports the student's understanding of nursing leadership opportunities at all levels of nursing practice. Emphasis will be placed on building and growing teams, modeling a culture of safety and resource utilization, allocation and financial management. Students will be given the opportunity to demonstrate effective decision making and clinical judgement

while exploring their role in the healthcare microsystem. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 331, NURS 332, NURS 333, NURS 334, NURS 335, NURS 336, NURS 337, NURS 338, NURS 339 or consent of instructor. Corequisite: NURS 472, NURS 473, NURS 474, NURS 475, or consent of instructor.

NURS 472. Evidence-Based Practice: Translating Research to Practice. 2 Credits.

Concepts of evidence-based practice (EBP) and healthcare research are explored. Methods to critically appraise healthcare research will be applied. Critical appraisal of evidence will be employed to inform the delivery of safe and quality nursing care. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 331, NURS 332, NURS 333, NURS 335, NURS 336, NURS 337, NURS 338, NURS 339, or consent of instructor. Corequisite: NURS 471, NURS 473, NURS 474, NURS 475, or consent of instructor.

NURS 473. Professional Development III: Transition to Practice. 2 Credits.

Contemporary issues confronting the nursing profession are discussed and methods to advocate for the profession are investigated. Professional skills, such as job interviewing, portfolio development, and examination of advanced roles in nursing will be emphasized. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 331, NURS 332, NURS 333, NURS 335, NURS 336, NURS 337, NURS 338, NURS 339, or Consent of Instructor. Corequisite: NURS 471, NURS 472, NURS 474, NURS 475, or Consent of Instructor.

NURS 474. Health and Illness: Nursing with Diverse Populations. 4 Credits.

Comprehensive and focused evidence-based care of patients in diverse populations with complex health conditions will be examined. The nurse's role in assuring coordination, integration, and continuity of care is investigated. Integration of the physical, behavioral, psychological, spiritual, socioeconomic and environmental factors that influence patient centered care is explored. Collaboration with other health care team members to provide safe and quality care for diverse patients in a variety of complex settings is analyzed. Information management tools to monitor outcomes of care are evaluated. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 331, NURS 332, NURS 333, NURS 334, NURS 335, NURS 336, NURS 337, NURS 338, NURS 339, or consent of instructor. Corequisite: NURS 471, NURS 472, NURS 473, NURS 475, or consent of instructor.

NURS 475. Practicum III: Nursing within Dynamic Microsystems. 3 Credits.

Coordination, integration, and continuity of care for diverse patients will be applied in dynamic micro-systems such as: maternity, pediatrics, mental health, and critical care. Patients/designees are engaged in active partnerships that promote health, safety, well-being, and self-care management. Analysis of patient care interventions in a patient or population relative to evidenced based practice are used to evaluate safe and quality care for patients. Informatics processes that support clinical judgment, error prevention, and care coordination are used along with teamwork and collaboration. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 331, NURS 332, NURS 333, NURS 334, NURS 335, NURS 336, NURS 337, NURS 338, NURS 339, or consent of instructor. Corequisite: NURS 471, NURS 472, NURS 473, NURS 474, or consent of instructor.

NURS 476. Nursing in an Evolving Healthcare System. 4 Credits.

Nursing practice in an evolving health care system is addressed with emphasis on the unique challenges presented to the nurse. The role of the nurse as provider of direct and indirect patient care is expanded to include the external influences of the health care organization,

the regulatory environment, and the professional association. The development of the nurse as a member of a profession is expected. Inherent is a developing knowledge and appreciation for the diversity of opinions and organizations that exist to provide assistance in the delivery of direct patient care. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 332, NURS 333, NURS 334, NURS 335, NURS 336, NURS 337, NURS 338, NURS 339, NURS 471, NURS 472, NURS 474, NURS 475, or consent of instructor. Corequisite: NURS 477, NURS 478, NURS 479, NURS 480, or consent of instructor.

NURS 477. Practicum V: Capstone. 3 Credits.

A preceptor model of learning professional nursing practice provides opportunities to synthesize and integrate previous learning experiences. Emphasis is placed on the roles of the nurse as provider of indirect and direct care; designer, manager and coordinator of care; and member of the profession. The focus is on individual transition to the professional nursing role, recognizing the organizational, social, political, economic, ethical, and legal context in which interdisciplinary health care is delivered in a selected clinical setting. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 332, NURS 333, NURS 334, NURS 335, NURS 336, NURS 337, NURS 338, NURS 339, NURS 472, NURS 474, NURS 475, or consent of instructor. Corequisite: NURS 476, NURS 478, NURS 479, NURS 480, or consent of instructor.

NURS 478. Integration of Concepts and Clinical Competencies. 1 Credits.

Students integrate concepts discussed in the classroom with competencies learned in the clinical setting. Students will continue building a skill set that shows knowledge of and appreciation for the roles of direct care provider, designer, manager and coordinator of care, and member of profession. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 332, NURS 333, NURS 334, NURS 335, NURS 336, NURS 337, NURS 338, NURS 339, NURS 471, NURS 472, NURS 474, NURS 475, or consent of instructor. Corequisite: NURS 476, NURS 477, NURS 480, NURS 486, or consent of instructor.

NURS 480. Practicum IV: Leadership in a Population Health Setting. 2 Credits.

Concepts and theories from leadership and population health are applied to the health care of: individuals, groups, communities and populations. There is a concentrated focus on leadership in health promotion that provides safe, effective, and efficient care. Leadership concepts such as systems theory, quality improvement, economics, and evidence are applied. Students are provided opportunities for inter-professional collaboration in the planning of health care and promotion of quality outcomes for diverse populations. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 331, NURS 332, NURS 333, NURS 334, NURS 335, NURS 336, NURS 337, NURS 338, NURS 339, NURS 471, NURS 472, NURS 473, NURS 474, NURS 475, or consent of instructor. Corequisite: NURS 476, NURS 478, NURS 485, or consent of instructor.

NURS 481. Honors Evidence-Based Practice: Translating Research to Practice. 2 Credits.

Concepts of evidence-based practice (EBP) and health care research are explored to inform the delivery of safe and quality nursing care. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 331, NURS 332, NURS 333, NURS 335, NURS 336, NURS 337, NURS 338, NURS 339, NURS 382, or consent of instructor. Corequisite: NURS 471, NURS 473, NURS 474, NURS 475, or consent of instructor. This course is for Honors students only.

NURS 482. Honors Practicum I. 2 Credits.

Under the mentorship of an active nurse researcher the student designs and conducts a research project and participates as a member of a research project team. Students apply principles of research learned

in NURS 460 to design and critique their own research project while providing feedback to peers. Through seminar activities they critically analyze the issues, rewards, and challenges of conducting research.

NURS 483. Honors Practicum II. 2 Credits.

Under the mentorship of an active nurse researcher the student designs and conducts a research project and participates as a member of a research project team. Students apply principles of research learned in NURS 460 to design and critique their own research project while providing feedback to peers. Through seminar activities they critically analyze the issues, rewards, and challenges of conducting research.

NURS 485. Population Health, From Local to Global I. 2 Credits.

Population based health and multi-sectoral systems influencing health, locally and globally, are explored. Students build upon clinical judgment skills from an individual level of care to a global context of care. Focus is on risk reduction, protective and predictive factors, and the systems influencing the health of individuals, families, and communities. Multiple determinants of health and basic data patterns are applied to assess the health and illness beliefs, assets and barriers to health and to explore historical, social, political and economic forces impacting the health of communities. Prerequisite: NURS 327, NURS 328, NURS 329, NURS 330, NURS 331, NURS 332, NURS 333, NURS 334, NURS 335, NURS 336, NURS 337, NURS 338, NURS 339 Corequisites: NURS 471, NURS 472, NURS 473, NURS 474, NURS 475, or consent of instructor.

NURS 486. Population Health, Local to Global II. 2 Credits.

Community theories, models and frameworks are explored to guide a community health improvement project. Community engagement and collaboration, health coaching and behavior change, and chronic disease management are used to create a community health improvement plan. Quality indicators and sustainable health outcomes are explored to address local, state, and global health issues impacting communities. Prerequisite: Prerequisites: NURS 327, NURS 328, NURS 329, NURS 330, NURS 331, NURS 336, NURS 337, NURS 338, NURS 339, NURS 471, NURS 472, NURS 473, NURS 474, NURS 475, NURS 485. Corequisites: NURS 476, NURS 477, NURS 478, NURS 480.

NURS 490. Applied Practice II: Emerging Nursing Practice. 4 Credits.

Students will demonstrate emerging nursing competency in simulated and clinical settings. The emphasis is on applying clinical judgment, communication, and teamwork while managing care for individuals with chronic conditions. Students will progressively assume greater independence in care, collaborate effectively, and provide holistic support to patients and families. Prerequisite: NURS 390.

NURS 492. Clinical Leadership Practicum for the Practicing Nurse. 2-3 Credits.

Students engage in a clinical learning experience whereby they integrate new knowledge and demonstrate attainment of BSN program outcomes. The clinical practice experiences facilitate students directly engaging with patients through a collaboration with clinical site nursing staff. Clinical practice experiences include, but are not limited to, planned learning activities in nursing practice that allow students to synthesize knowledge and understand, perform, and refine professional competencies as a clinical nurse leader at the BSN level. Prerequisite: Must be taken in final semester of the RN-BSN program.

NURS 499. Applied Practice: Continuing Experience. 1 Credits.

Students will maintain clinical, laboratory, and simulation skills consistent with their level of achievement in the program plan of study while temporarily in alternative sequencing within the curriculum. Through guided practice, reflection, and simulation-based learning, students sustain competency in nursing skills. Activities emphasize continued engagement with the clinical environment, professional identity

development, and safe performance of core skills aligned with the student's most recent point of progression.

NURS 520. Spirituality in Healthcare. 3 Credits.

Students explore the relationship between spirituality and a person's health. Students examine global spiritual traditions and needs through a non-religious lens fostering empathy and culturally responsive care.

NURS 521. Lifestyle Considerations in Nursing. 3 Credits.

Students are introduced to the concept of healthy lifestyle considerations including nutrition, sleep, physical activity, stress management, and social connections from multiple, diverse perspectives. The relationship of lifestyle considerations with health promotion, disease prevention, and chronic disease care will be explored. Emphasis is placed on the registered nurse's unique role in promoting positive lifestyle changes and health equity across diverse populations.

NURS 522. Nursing Specialty Internship. 3 Credits.

The student will explore a nursing specialty with an emphasis placed on understanding the challenges, resources, and patterns of health and illness within the chosen specialty. The student will learn how to apply evidence-informed nursing practice to ensure safe and quality outcomes. The course fosters compassionate, person-centered care that is responsive to diverse cultural, geographic, and social context. Prerequisite: Acceptance to KU School of Nursing and Completion of the First Semester.

NURS 523. Basic Spanish for Nurses. 3 Credits.

Students will develop working language skills, learning techniques for optimal communication, phonetics, morphology, grammar, understanding sentence structure, conjugation and cultural aspects applicable to the current health care environment. The goal is for students with minimal or no Spanish language education to achieve proficiency and confidence when using the Spanish language with Hispanic patients.

NURS 550. Evidence-Informed Nursing Practice. 3 Credits.

Students will learn how to evaluate and apply evidence, including artificial intelligence, to guide nursing decisions. Students will develop skills to support safe, equitable, and ethical practices in health care delivery. Emphasis is placed on ethical scholarship, person-centered care, and improving outcomes across diverse populations and systems.

NURS 551. Population Health, Health Policy, and Nursing Advocacy. 3 Credits.

Students will explore population health, policy development, and advocacy across the spheres of care. Emphasis is placed on examining public health principles, population data, and social, ethical, and global factors affecting health outcomes through assessing community needs and addressing system-level challenges.

NURS 559. Person-Centered Care: Nursing Practice Across the Spheres of Care. 3 Credits.

Students apply core nursing competencies across the four spheres of care—wellness and disease prevention, chronic disease care, regenerative/restorative care, and hospice/palliative care. Students analyze how nursing roles, person-centered care, and interprofessional collaboration adapt to meet diverse health needs across care settings. Prerequisite: As determined by program sequence.

NURS 560. Person-Centered Care III: Acute and Restorative Care. 3 Credits.

Students will integrate nursing competencies across the spheres of care with a focus on caring for those experiencing acute health conditions across the lifespan. Emphasis is placed on clinical judgment that supports recovery and palliative care that enhances quality of life to meet evolving restorative and regenerative care needs. Prerequisite: NURS 460.

NURS 589. Applied Practice: Transitioning to the Baccalaureate Nurse Role. 3 Credits.

Through immersive clinical and simulated experiences, students integrate clinical judgment, leadership, collaboration, and care coordination to support the delivery of safe, cost-effective, person-centered care. Emphasis is placed on ethical, evidence-based, person-centered care; interprofessional collaboration; health equity advocacy; and leadership development through communication, informatics, and clinical decision-making to improve health outcomes within diverse complex healthcare environments. Prerequisites: NURS 559.

NURS 590. Applied Practice III: Integrating Nursing Knowledge. 5 Credits.

Students will integrate nursing knowledge and skills through simulated and clinical experiences, focusing on safe, ethical, and person-centered care. Students will apply clinical judgment and collaborate across disciplines to manage acute, restorative, and regenerative care across the lifespan. Prerequisite: NURS 490.

NURS 595. Topics in Nursing. 3 Credits.

Students will explore selected topics that reflect current issues, innovations, or emerging areas of interest within the nursing profession. Content varies by term, allowing students to engage with timely trends and specialized subject matter. This course may be repeated for credit when topics differ.

NURS 600. Knowledge for Nursing Practice. 3 Credits.

Students will be introduced to foundational knowledge for nursing practice by integrating multiple ways of knowing, including nursing theories and related disciplines and the spheres of care. Students explore how personal values, emotional intelligence, and self-awareness influence decision-making and professional identity. Emphasis is placed on clinical judgment, ethical practice, responsible use of technology, and the development of lifelong learning habits through self-assessment and goal setting.

NURS 601. Health Assessment Across the Lifespan. 2 Credits.

Students utilize nursing knowledge and skills to conduct comprehensive, person-centered health assessments across the lifespan. The focus will be on safety, clinical judgment, and communication skills essential for effective patient care and documentation.

NURS 602. Pathophysiology and Pharmacology I. 4 Credits.

Students learn concepts of pathophysiology and pharmacology across the lifespan. The course focuses on understanding disease processes, drug classifications, and safe medication practices. Students will connect disease mechanisms with pharmacologic treatments to support safe, ethical, and evidence-based nursing care.

NURS 603. Pathophysiology and Pharmacology II. 4 Credits.

Students will continue to build on foundational concepts of pathophysiology and pharmacology across the lifespan, emphasizing the integration of disease mechanisms with pharmacologic management. Students will apply clinical reasoning to evaluate health conditions, optimize pharmacologic interventions, and address patient-specific variables through evidence-informed care. Prerequisite: NURS 602.

NURS 660. Person-Centered Care IV: Complex Care Management. 2 Credits.

Students will demonstrate accomplished clinical judgment when caring for individuals with complex health conditions across the lifespan and spheres of care. Emphasis is placed on prioritizing, managing, and evaluating nursing care and outcomes. Students will apply their understanding of expected norms and patterns to balance the needs of multiple patients. Prerequisite: NURS 560.

NURS 661. Person-Centered Care I: Wellness and Disease Prevention. 3 Credits.

Students gain knowledge in wellness, health promotion, and disease prevention across the spheres of care by applying clinical judgment to assess risks, prioritize needs, and collaborate using culturally responsive, holistic approaches. Students will be prepared to deliver safe, person-centered care across the lifespan.

NURS 662. Person-Centered Care II: Chronic Disease Management. 3 Credits.

Students will develop competencies in managing chronic health conditions across the spheres of care, emphasizing clinical judgment to promote wellness, prevention, and palliative care. Students will integrate evidence-based, person-centered strategies and collaborate with interdisciplinary teams to optimize quality of life and health outcomes. Prerequisite: NURS 661.

NURS 688. Nurse as Leader. 3 Credits.

Students will examine the nurse's evolving role as a leader in complex healthcare systems. Emphasis is placed on leadership, effective team management, self-efficacy, accountable care, and advocacy. Students will be able to evaluate systems, apply leadership principles, engage in professional development, and articulate the nurse's role as a leader across healthcare settings.

NURS 689. Practice Readiness. 3 Credits.

Students will engage in the transition to professional nursing practice by exploring the realistic expectations of the profession, including its complexities, challenges, and rewards. Through guided reflection and practice, students will learn how to navigate the realities of practice and connect to their purpose. By the end of the course, students will apply strategies for self-directed growth and wellbeing to engage with the broader nursing profession.

NURS 690. Applied Practice IV: Transitioning to the Baccalaureate Nurse Role. 5 Credits.

Through immersive clinical and simulated experiences, students integrate clinical judgment, leadership, collaboration, and care coordination to deliver safe, cost-effective, person-centered care. Emphasis is placed on the transition to practice within diverse, complex healthcare environments. Prerequisite: NURS 590.

NURS 691. Applied Practice I: Foundations of Nursing Practice. 4 Credits.

Students will use nursing skills and behaviors in simulated and clinical settings in performing health assessments, practicing clinical skills, and communicating effectively using a holistic approach to support wellness and disease prevention. By the end of the course, students will be able to provide care, communicate, and reflect on their role as future nurses.

NURS 692. Applied Practice II: Emerging Nursing Practice. 4 Credits.

Students will demonstrate emerging nursing competency in simulated and clinical settings. The emphasis will be on refining clinical judgment, therapeutic communication, and interprofessional collaboration while managing care for individuals with chronic conditions. By the end, students will take increasing responsibility for care planning, coordination, and decision-making in both simulated and clinical environments. Prerequisite: NURS 691.

NURS 699. Applied Practice: Continuing Experience. 1 Credits.

Students will maintain clinical, laboratory, and simulation skills consistent with their level of achievement in the program plan of study while temporarily in alternative sequencing within the curriculum. Through guided practice, reflection, and simulation-based learning, students sustain competency in nursing skills. Activities emphasize continued

engagement with the clinical environment, professional identity development, and safe performance of core skills aligned with the student's most recent point of progression.

NURS 700. Principles of Nursing Scholarship. 3 Credits.

Students will develop advanced skills in integrating theoretical and philosophical frameworks, nursing and other disciplinary sciences, nursing historical perspectives, and emerging AI-enhanced technologies to enhance critical thinking, support decision-making, and lead change in healthcare. Grounded in a competency-based education framework, students will focus on applying nursing knowledge and ethical frameworks that optimize person-centered care.

NURS 701. Population Health & Epidemiology. 3 Credits.

Students will examine the evolving landscape of population health by integrating epidemiology and health strategies, while developing skills to evaluate and address the health needs of diverse populations. Through competency-based learning, students will develop skills in building partnerships, addressing demographic variations in health outcomes, and leading collaborative efforts to improve care delivery across the health continuum.

NURS 761. Person-Centered Care III: Acute and Restorative Care. 3 Credits.

Students will continue to integrate nursing competencies across the spheres of care with a focus on caring for those experiencing acute health conditions across the lifespan. Students will design evidence informed strategies that support recovery, palliative care, and quality of life to meet evolving restorative and regenerative care needs. Prerequisite: NURS 662.

NURS 762. Person-Centered Care IV: Complex Care Management. 2 Credits.

Students will reflect on accomplished clinical judgment when caring for individuals with complex health conditions across the lifespan and spheres of care. Emphasis is placed on care coordination, clinical judgment strategies, evaluating care decisions, quality improvement, and the impact of professional behaviors on client and team outcomes. Students will apply their understanding of expected norms and patterns to balance the needs of multiple patients. Prerequisite: NURS 761.

NURS 769. Independent Study. 1-3 Credits.

Students engage in intensive study within a chosen area or population of interest, guided by their written goals, conceptual framework, objectives, and evaluation plan (1-3 credit hours). Experiences are designed in collaboration with a faculty advisor, who also determines the prerequisite coursework.

NURS 788. Nurse as Leader. 3 Credits.

Students will examine the nurse's evolving role as a leader in complex healthcare systems. Emphasis is placed on leadership, effective team management, self-efficacy, and advocacy. Students will be able to evaluate systems, recommend cost-effective strategies for supporting quality care, differentiate leadership principles, analyze the impact of professional leadership behaviors, and articulate the nurse's role as a leader across healthcare settings.

NURS 789. Practice Readiness. 3 Credits.

Students will engage in the transition to professional nursing practice by exploring the realistic expectations of the profession, including its complexities, challenges, and rewards. Through guided reflection and practice, students will learn how to navigate the realities of practice and connect to their purpose. By the end of the course, students will apply strategies for self-directed growth and wellbeing to engage with the broader nursing profession.

NURS 791. Applied Practice III: Integrating Nursing Knowledge. 5 Credits.

Students will integrate nursing knowledge and skills through simulated and clinical experiences, focusing on safe, ethical, and person-centered care. Students will apply clinical judgment and collaborate across disciplines to manage acute, restorative, and regenerative care across the lifespan. Prerequisite: NURS 691.

NURS 792. Applied Practice IV: Transitioning to the Registered Nurse Role. 5 Credits.

Through immersive clinical and simulated experiences, students integrate clinical judgment, advocacy, stewardship, leadership, collaboration, and care coordination to design and evaluate safe, cost-effective, person-centered care. Emphasis is placed on the transition to practice within diverse complex healthcare environments. Prerequisite: NURS 791.

NURS 800. Leadership & Professionalism. 3 Credits.

Students will cultivate essential communication, leadership, and collaboration skills to advance the nursing profession, while modeling a culture of civility, ethical decision-making, and interprofessional team leadership. Grounded in a competency-based education framework, students will demonstrate advanced communication, ethical decision-making, and advocacy skills.

NURS 801. Advanced Health Assessment and Clinical Reasoning. 3 Credits.

Students will develop advanced skills in comprehensive health assessment across the lifespan, including history-taking, physical examination, and clinical reasoning. Through competency-based learning, students will collect and interpret subjective and objective data to identify normal and abnormal findings, formulate differential diagnoses, and support clinical decision-making. Prerequisite: NURS 802 and NURS 803.

NURS 802. Advanced Pathophysiology. 3 Credits.

Students will explore the advanced principles of human pathophysiology across the lifespan, emphasizing the biological and clinical manifestations of disease. Through competency-based education, students will use a systems-based approach to analyze alterations in normal physiological function and their implications for clinical decision-making in advanced practice. Prerequisite: Co-requisite: NURS 801 and NURS 803.

NURS 803. Advanced Pharmacology. 3 Credits.

Students will examine the advanced principles of pharmacotherapeutics, pharmacokinetics, and pharmacodynamics across the lifespan. Through competency-based learning, students will evaluate the clinical application of pharmacologic agents used in the prevention and treatment of disease, with an emphasis on safe, effective, and evidence-based prescribing. Prerequisite: Co-requisite: NURS 801 and NURS 802.

NURS 808. Health Policy & Advocacy. 3 Credits.

Students will critically analyze the impact of policy decisions across organizational, local, state, and federal levels while developing advocacy strategies, influencing policy change, and collaborating to advance care and improve health outcomes. Students will demonstrate competency in policy analysis, stakeholder collaboration, and strategic advocacy to improve health outcomes.

NURS 809. Informatics, Technology, & Communication. 3 Credits.

Students will explore informatics principles, enhanced healthcare technologies, and emerging AI to enhance care delivery and patient outcomes while refining skills in using and evaluating information and communication technologies to optimize clinical performance and ensure data security. Students will demonstrate competency in designing informatics, communication, and technology strategies, using health

information technologies, including AI, to optimize patient and population outcomes.

NURS 830. Advanced Psychiatric Assessment Across the Lifespan. 3 Credits.

Students will conduct developmentally appropriate, culturally responsive, and trauma-informed psychiatric evaluations. Students will develop skills in interviewing, differential diagnosis, and clinical reasoning through simulated and case-based learning. Assessment domains include substance use disorders, mood and anxiety disorders, psychosis, neurodevelopmental and neurocognitive conditions, and high-risk behaviors. Ethical, legal, and professional considerations in psychiatric assessment are integrated, including crisis evaluation and intervention. Prerequisite: NURS 801, NURS 802, and NURS 803.

NURS 831. Psychotherapeutic Interventions I. 3 Credits.

Students will focus on assessing vulnerabilities, personal and community-level influences, and resilience factors that influence mental health. Through competency-based learning students examine episodic, situational, and time-limited mental health conditions across the lifespan. Through experiential learning students will learn to apply brief psychotherapeutic interventions. The course also explores professional, ethical, and role-specific challenges in delivering advanced mental health care as a psychiatric-mental health nurse practitioner. Prerequisite: Co-requisite: NURS 830.

NURS 832. Psychopharmacology for Advanced Nursing Practice. 3 Credits.

Students will apply psychopharmacology concepts for treating psychiatric disorders across the lifespan. Students will examine neurobiological mechanisms, neurotransmitter systems, and the pharmacokinetics and pharmacodynamics of psychotropic medications. Major drug classes, indications, dosing, interactions, adverse effects, and monitoring are covered. Drug development and legal, ethical, and population-specific prescribing considerations are addressed. Prerequisite: NURS 831.

NURS 840. Health Care Economics, Policy, and Financial Leadership. 3 Credits.

Students will develop the knowledge and skills to lead healthcare financial operations. Students will demonstrate competency in evaluating and synthesizing economic principles, payment models, and governance structures and policies to optimize organizational performance and navigate complex regulatory environments while advocating for equitable healthcare delivery.

NURS 841. Strategic Workforce Management. 3 Credits.

Students will apply executive management principles to strategic workforce planning, development, and retention. Through competency-based learning, students will create sustainable strategies for workforce development, academic-practice partnerships, regulatory compliance, and supportive work environments.

NURS 842. Data Driven Decision Making. 3 Credits.

Students will integrate quality improvement science and evidence-informed practice to evaluate outcomes, manage risk, and design strategic approaches that advance safety, performance, and high reliability across healthcare systems. Through competency-based learning, students will evaluate evidence, interpret outcomes, and design strategic approaches to enhance organizational performance, mitigate risk, and promote a culture of patient safety.

NURS 845. Health Care Economics, Policy, and Financial Leadership Practicum. 2 Credits.

Students will learn the principles of organizational budgeting and finance, regulatory compliance systems, and financial strategies to support organization performance. Through competency-based learning,

students will evaluate reimbursement models, influence policy, and align care delivery with economic goals to support high-value outcomes.

Prerequisite: NURS 840.

NURS 846. Strategic Workforce Management Practicum. 1 Credits.

Students will explore executive management principles and conceptual models for strategic workforce planning, development, and retention.

Through competency-based learning, students will demonstrate competency in analyzing workforce trends, ensuring regulatory compliance, collaborating with academic partners, and implementing strategies for workforce stability.

NURS 849. Leadership Seminar. 1 Credits.

Students will engage in a dynamic learning experience focused on advanced leadership development. Students will engage in synchronous sessions with national speakers and thought leaders in nursing and healthcare, providing exposure to current trends, innovations, and challenges in the field. Through competency-based learning, students will demonstrate competency in professional networking and applying leadership skills to real-world scenarios.

NURS 850. Diagnostic Reasoning. 3 Credits.

Clinical Reasoning empowers advanced nursing students to make rapid, accurate diagnostic and management decisions. Students will integrate history, examination findings, and diagnostic data to differentiate common from complex presentations, mitigate cognitive error, and design evidence-informed care plans across the lifespan. Prerequisite: NURS 801, NURS 802, and NURS 803.

NURS 851. Family Health I. 3 Credits.

Students will integrate pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics, to generate accurate differentials and evidence-informed plans of care for patients across the lifespan. Grounded in a competency-based approach, students will develop initial clinical reasoning skills to improve diagnostic accuracy. Students will build content knowledge using a body-systems approach.

NURS 852. Family Health II. 3 Credits.

Students will analyze and apply pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics, to refine differentials and evidence-informed plans of care for patients across the lifespan. Using a competency-based approach students will further advance clinical reasoning skills to improve diagnostic accuracy.

NURS 860. Foundations of Midwifery Practice. 3 Credits.

Students will be introduced to the philosophy, history, and professional scope of nurse-midwifery. Through the American College of Nurse-Midwives Core Competencies, students will critically analyze the historical, political, legal, ethical, and cultural forces shaping midwifery locally and globally while developing foundational knowledge essential for advancing midwifery care within complex healthcare systems.

Prerequisite: NURS 801, NURS 802, and NURS 803.

NURS 861. Integrative Hormonal Health and Primary Care for Women. 3 Credits.

Students will develop foundational knowledge and competencies related to hormonal regulation and its impact on women's reproductive health across the lifespan. Learners will demonstrate competency through application of evidence-based concepts to assess and formulate care strategies for common physiologic and pathologic conditions influenced by endocrine function. Emphasis is placed on holistic, culturally appropriate approaches within midwifery primary care. Prerequisite: NURS 801, NURS 802, and NURS 803.

NURS 862. Gynecologic Health and Clinical Management. 3 Credits.

Students will develop knowledge and clinical reasoning skills to provide comprehensive, evidence-based care for gynecologic health across the lifespan. Students will develop competencies in assessment, diagnosis, and management for common gynecologic concerns. Integration of physiologic principles, health promotion, ethical practice, and cultural appropriateness that will support delivery of individualized care.

Prerequisite: NURS 861.

NURS 870. Diagnostic Reasoning - Acute Care. 3 Credits.

Students are introduced to the role of the AGACNP and the importance of clinical reasoning to make rapid, accurate diagnostic and management decisions. Students will integrate history, examination findings, and diagnostic data to differentiate common from complex presentations, mitigate cognitive error, and design evidence-informed care plans across the lifespan. Prerequisite: NURS 801, NURS 802, and NURS 803.

NURS 871. Acute Care I. 3 Credits.

In the first of three adult gerontologic acute care-focused didactic courses, students will identify and integrate pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics to generate accurate differential diagnoses and evidence-informed individual and collaborative plans of care for adults and older adults with acute, acute plus chronic, and critical illnesses. Students will develop initial clinical reasoning skills to improve diagnostic accuracy.

NURS 872. Acute Care II. 3 Credits.

Through a competency-based approach, students will analyze and apply pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics, to refine differentials and evidence-informed plans of care for adult and older adult patients with acute, acute plus chronic, and critical illnesses. Students will further advance clinical reasoning skills to improve diagnostic accuracy with progressively complex patient presentations. Prerequisite: NURS 871.

NURS 901. Quality Improvement Methods and Evaluation. 3 Credits.

Students will develop skills necessary for leading quality improvement initiatives by analyzing healthcare data to identify gaps, monitoring trends, and designing strategies to improve care and safety outcomes. Students will demonstrate competency in designing and leading quality improvement initiatives that support system performance, patient safety, and improve outcomes.

NURS 902. Systems Change Management. 2 Credits.

Students will evaluate the drivers of change in complex healthcare systems by integrating systems thinking, strategic planning, and health policy, while developing the advanced knowledge and skills needed to inform, influence, and support transformation across diverse healthcare settings. Students will demonstrate competency in developing evidence-informed strategies to manage system-level change and evaluating policies and system-level influences on healthcare transformation.

Prerequisite: NURS 901.

NURS 909. DNP Immersion. 1-3 Credits.

Students will be provided with the opportunity to apply advanced clinical, leadership, or systems-level knowledge in real-world settings. Students will engage in individualized practicum experiences that align with their professional goals and contribute to the accrual of required practicum hours. Students will demonstrate competency in synthesis, integration, and translation of advanced knowledge, leadership, and systems thinking to evaluate outcomes of applied doctoral level initiatives.

NURS 930. Pediatric Mental Health: Foundations of Assessment and Early Intervention. 3 Credits.

Students will build on prior foundational coursework to develop skills in early identification, assessment, and formulation of treatment

approaches for pediatric populations within developmental, cultural, and systems-based frameworks. Students will examine typical and atypical development and analyze the impact of biopsychosocial, environmental, and systemic factors on pediatric mental health conditions. Emphasis is placed on recognizing risk and protective factors, identifying evidence-based assessment tools, and applying developmentally appropriate biopsychosocial interventions. Legal, ethical, and professional responsibilities in working with children and families are critically examined. Prerequisite: NURS 832.

NURS 931. Psychotherapeutic Interventions II. 3 Credits.

Students will develop the knowledge and skills to deliver comprehensive recovery-oriented and person-centered care, including psychotherapy and medication management. Emphasis on identifying and applying interventions for individuals, families and populations with complex, persistent psychiatric disorders. Students will integrate assessment, risk evaluation, recovery-oriented principles, and clinical guidelines to inform treatment planning and the application of psychotherapeutic interventions. Students will examine the evolving role of the psychiatric-mental health nurse practitioner (PMHNP) within integrated care systems with attention to ethical, legal, and system factors that influence access to care, service delivery, and treatment outcomes in mental health settings. Prerequisite: NURS 831.

NURS 932. Common Medical Conditions in PMHNP Care. 3 Credits.

This course equips psychiatric-mental health nurse practitioner (PMHNP) students with essential knowledge and clinical decision-making skills for identifying, assessing, and managing common acute and chronic primary care conditions encountered in psychiatric settings. Students will learn to perform focused assessments, initiate treatment when appropriate, recognize red flags requiring referral, and integrate physical healthcare within the scope of psychiatric practice.

NURS 935. Psychotherapeutics Practicum I. 2-3 Credits.

This course is the first of three practicum experiences. Students will apply evidence-based psychotherapeutic interventions across varied clinical settings. Emphasis is placed on conducting comprehensive psychiatric assessment, formulating differential diagnoses, and implementing psychotherapeutic treatment plans in collaboration with interdisciplinary teams through experiential-based learning.

NURS 936. Psychotherapeutics Practicum II. 2-4 Credits.

In the second of three practicum courses, students will advance their clinical competencies in delivering psychiatric mental health care across the lifespan. Using experiential-based learning, students integrate evidence-based psychotherapeutic, pharmacologic, and psychoeducational approaches in the treatment of individuals and groups with complex mental health needs. Emphasis is placed on collaboration with interdisciplinary teams to provide individualized care, with the application of ethical principles and legal standards in practice. Prerequisite: NURS 935.

NURS 937. Psychotherapeutics Practicum III. 2-4 Credits.

In the third of three clinical practicum courses, students prepare for transition to the psychiatric mental health nurse practitioner (PMHNP) role. Students will integrate advanced diagnostic reasoning with evidence-based psychotherapeutic, pharmacologic, and psychoeducational approaches to deliver comprehensive care across the lifespan. Emphasis is placed on interdisciplinary collaboration, consultation, and referral processes to support optimal patient outcomes. Prerequisite: NURS 936.

NURS 940. Advanced Communication Strategies. 3 Credits.

Students will learn about advanced communication strategies for interprofessional collaboration within health systems and for policy initiatives. Through competency based learning, students will demonstrate

competency in using advanced communication and relationship management skills essential for high-level nursing leadership, focusing on strategic messaging, interprofessional collaboration, and policy advocacy to drive organizational impact across complex healthcare systems.

NURS 941. Clinical Practice Knowledge and Care Delivery Models. 3 Credits.

Students will expand their understanding of the dynamic interrelationships between clinical practice environments and care delivery models, to envision and design systems-level operations that effectively align and optimize healthcare delivery. Using a competency-based framework, students will demonstrate competency in analyzing data to inform system-level strategies and create innovative models of care.

NURS 942. Strategic Leadership and Organizational Transformation. 3 Credits.

Students will develop strategic leadership skills to drive innovation and organizational transformation. Students will demonstrate competency in analyzing high-level strategic imperatives in alignment with organizational goals, while emphasizing visionary leadership, systems thinking, and innovation to enhance healthcare delivery and improve outcomes.

NURS 945. Systems Change Management Practicum. 2 Credits.

Students will integrate leadership strategies to manage system-level change, foster innovation, and support transformation initiatives in complex healthcare environments. Students will demonstrate competency in evaluating and applying system-level strategies for organizational change and healthcare transformation.

NURS 946. Clinical Practice Knowledge and Care Delivery Models Practicum. 2 Credits.

Students will demonstrate competency of analyzing dynamic interrelationships between clinical practice environments and care delivery models, evaluating effectiveness of innovative models of care to envision and design systems-level operations that effectively align and optimize healthcare delivery.

NURS 947. Strategic Leadership and Organizational Transformation Practicum. 3 Credits.

Students will demonstrate competency in applying strategic leadership skills to drive innovation and organizational transformation by aligning high-level strategic imperatives with organizational goals, focusing on visionary leadership, systems thinking, and innovation to enhance healthcare delivery and improve patient outcomes. Using a competency-based education framework, students will integrate knowledge and skills through real-world applications, demonstrating their ability to lead transformative initiatives that enhance organizational performance and patient care outcomes.

NURS 950. Family Health III. 3 Credits.

In the third and final primary care-focused didactic courses, students will synthesize pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics, to generate accurate differentials and evidence-informed plans of care in complex situations for patients across the lifespan. Using a competency-based approach, students will advance clinical reasoning skills to improve diagnostic accuracy in times of uncertainty.

NURS 951. Clinical Readiness for Family Nurse Practitioner Students. 3 Credits.

In this course students will prepare for the clinical experiences that they will encounter during their training. Through a combination of lectures, case studies, and interactive simulations, students will develop essential skills in patient assessment, clinical decision-making, and communication. Grounded in a competency-based education students will emphasize the application of evidence-based practices, professional behaviors, and

strategies for managing common clinical scenarios. By the end of the course, students will have the foundational knowledge and confidence required to succeed in their clinical rotations.

NURS 952. Complex Management - Family. 3 Credits.

This course is designed for novice Family Nurse Practitioner students to develop comprehensive skills in managing complex health conditions across diverse patient populations. Through competency-based learning, students will integrate advanced clinical decision-making, lab interpretation, and diagnostic imaging to develop person-centered plans of care.

NURS 955. Family Health Practicum I. 1-3 Credits.

This beginning practicum introduces students to the clinical environment with an emphasis on applying foundational knowledge, developing the nurse practitioner role, and understanding population-specific scope of practice. This practicum supports the development of basic assessment and diagnostic skills, the application of evidence to patient care, and the use of effective communication, clinical reasoning, and ethical decision-making. Using a competency-based approach, students begin to build professional accountability and establish the foundation for interprofessional collaboration and mentorship. Prerequisite: NURS 854.

NURS 956. Family Health Practicum II. 2-4 Credits.

This intermediate practicum emphasizes the integration of advanced clinical reasoning, holistic person-centered care, and interprofessional collaboration. Students refine assessment and diagnostic skills, apply evidence-based guidelines, and develop comprehensive care plans that address complex health conditions. Using a competency-based approach, students will manage multifaceted patient needs, coordinate care, and utilize frameworks and health technologies. Prerequisite: NURS 955.

NURS 957. Family Health Practicum III. 2-4 Credits.

In this advanced practicum, students integrate foundational knowledge, evidence-based decision-making, and advanced clinical judgment into full-scope practice. They apply refined assessment and diagnostic reasoning skills to manage complex health conditions, deliver high-quality, person-centered care, and evaluate care outcomes across diverse populations. Through a competency-based approach, students will evaluate care outcomes, foster interprofessional communication, and integrate self-care, health promotion, and disease prevention strategies, preparing students for independent clinical decision-making and leadership as advanced practice registered nurses. Prerequisite: NURS 956.

NURS 958. Foundations Practicum. 1-4 Credits.

This immersion practicum provides Doctor of Nursing Practice (DNP) students with the opportunity to apply advanced clinical, leadership, or systems-level knowledge in real-world settings. Students will engage in individualized practicum experiences that align with their professional goals and contribute to the accrual of required practicum hours. All activities demonstrate synthesis, integration, and translation of doctoral-level competencies.

NURS 960. Intrapartum Management. 3 Credits.

In this course students will develop competency in the theoretical knowledge and clinical reasoning appropriate for midwifery care during the intrapartum period. Students will critically analyze normal physiologic birth as well as deviations, complications, and emergencies using evidence-based frameworks. Integrate ethical, legal, nutritional, pharmacotherapeutic, and health promotion considerations to support safe, respectful, and person-centered care planning during the intrapartum period.

NURS 961. Prenatal, Postpartum, and Newborn Care. 3 Credits.

In this course, students will develop knowledge to distinguish normal and abnormal conditions, apply evidence-based strategies, and health

promotion across the lifespan with a focus on care of individuals and families during prenatal, postpartum, and newborn time periods. Emphasis is placed on ethical practice, cultural appropriateness, collaboration, and nurse-midwifery roles in care coordination.

NURS 962. Complex Management in Reproductive and Gynecologic Health. 3 Credits.

In this course, students will advance competencies in clinical decision-making, evidence-based management strategies, and interprofessional collaboration in complex reproductive and gynecologic health conditions. The course supports the development of adaptable, person-centered care approaches that address physiological, psychosocial, and systemic influences on health outcomes.

NURS 965. Nurse-Midwifery Practicum I. 2-3 Credits.

The first midwifery practicum course prepares students for entry into practice as nurse-midwives. Students gain experience in health promotion, disease prevention, risk assessment, care of well persons, identification of deviations from normal and appropriate collaboration, consultation, and/or referral. Students will develop competencies in managing patients across midwifery practice settings.

NURS 966. Nurse-Midwifery Practicum II. 2-4 Credits.

In the second practicum course students will develop competencies in the advanced practice midwifery role in health promotion, disease prevention, risk assessment, care of well persons, identification of deviations from normal and appropriate consultation or referral. The student will synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of patients in a variety of midwifery practice environments. Prerequisite: NURS 965.

NURS 967. Nurse-Midwifery Practicum III. 2-4 Credits.

In the third and final practicum course students will prepare for entry into nurse-midwifery practice through intensive, supervised clinical experience. Students demonstrate competency in advanced clinical skills and evidence-based care in diverse midwifery settings. Emphasis is placed on increasing independence and clinical decision-making. Prerequisite: NURS 966.

NURS 970. Acute Care III. 3 Credits.

Through a competency-based approach, students will synthesize pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics, to generate accurate differentials and evidence-informed plans of care in complex situations for adult and older adult patients with acute, acute plus chronic, and critical illnesses. Students will advance clinical reasoning skills to improve diagnostic accuracy in times of uncertainty. Prerequisite: NURS 872.

NURS 971. Clinical Readiness for Adult Gerontological Acute Care Nurse Practitioner Students. 2 Credits.

Students will prepare for the clinical experiences that they will encounter during their training. Through a combination of lectures, case studies, and interactive simulations, students will develop essential skills in patient assessment, clinical decision-making, and communication. Grounded in a competency-based education students will emphasize the application of evidence-based practices, professional behaviors, and strategies for managing common clinical scenarios. By the end of the course, students will have the foundational knowledge and confidence required to succeed in their clinical rotations.

NURS 972. Invasive Procedures - Acute Care. 1 Credits.

This course provides advanced instruction and hands-on experience for AGACNP students of diagnostic and therapeutic procedures for complex acute, critical, and chronic conditions in acute and critical care settings. Through a competency-based approach, students will use advanced decision-making to order and interpret clinical diagnostics and evaluate

the need for advanced procedural intervention. This course will use simulation to develop the procedural skills necessary for independent and collaborative practice.

NURS 973. Complex Management - Acute Care. 3 Credits.

This course is designed for Acute Care Nurse Practitioner students to develop comprehensive skills in managing complex health conditions across diverse patient populations. Through competency-based learning, students will integrate advanced clinical decision-making, lab interpretation, and diagnostic imaging to develop person-centered plans of care.

NURS 975. Acute Care Practicum I. 2-3 Credits.

Students will transition to acute care practice and apply foundational diagnostic and clinical reasoning principles in the acute care clinical setting. Through a competency-based approach, students will apply pathophysiology and clinical assessment skills developed in prerequisite coursework to manage acute and chronic health conditions for adults and older adults. Students will integrate professional accountability in the Adult Gerontological Acute Care Nurse Practitioner (AGACNP) role.

NURS 976. Acute Care Practicum II. 2-4 Credits.

This intermediate practicum emphasizes the integration of advanced clinical reasoning, holistic person-centered care, and interprofessional collaboration. Students refine assessment and diagnostic skills, apply evidence-based guidelines, and develop comprehensive care plans that address complex health conditions. Through a competency-based approach students will use reflective learning and supervised clinical experiences to manage multifaceted patient needs, coordinate care, and utilize frameworks and health technologies. Prerequisite: NURS 975.

NURS 977. Acute Care Practicum III. 2-4 Credits.

Students will integrate foundational knowledge, evidence-based decision-making, and advanced clinical judgment into full-scope practice. Through a competency-based approach, students will apply refined assessment and diagnostic reasoning skills to manage complex health conditions, deliver high-quality, person-centered care, and evaluate care outcomes across diverse populations. Emphasis is placed on evaluating care outcomes, fostering interprofessional communication, and integrating self-care, health promotion, and disease prevention strategies. Students will be prepared for independent clinical decision-making and leadership as advanced practice registered nurses. Prerequisite: NURS 976.

NURS 980. DNP Project Development. 2 Credits.

Students will integrate evidence-based practice and scholarly inquiry to design a DNP project that applies evidence, fosters innovation, engages stakeholders, and upholds the standards of ethical scholarly practice. Students will use a competency-based approach to demonstrate ethical and scholarly practice to collaborate with stakeholders and develop a project addressing important issues. Prerequisite: NURS 901.

NURS 981. DNP Project Implementation. 3 Credits.

Students will implement a DNP project. Through competency-based learning, students will demonstrate the leadership and collaborative skills necessary to drive change to improve healthcare outcomes. Prerequisite: NURS 980.

NURS 982. DNP Project Evaluation and Dissemination. 3 Credits.

Students will evaluate and disseminate the outcomes of the DNP project. Students will demonstrate competency in critically assessing effectiveness of the project, leading project dissemination to diverse audiences, and collaborating with stakeholders to ensure sustainability. Prerequisite: NURS 981.

NURS 983. Transition to Doctoral Leadership. 3 Credits.

Students will synthesize and integrate knowledge and skills acquired throughout the program. Students will demonstrate competency in the

student learning outcomes and readiness to transition into the advanced practice role of the Doctor of Nursing Practice, while engaging in critical reflection on their development as clinical scholars, leaders, mentors, advocates, and lifelong learners. Prerequisite: Must be enrolled in final semester.

Nursing (Graduate) Courses

NRSNG 748. Theories for Practice and Research. 3 Credits.

Theory development and analysis techniques provide the framework for the study of concepts and theories from nursing and related disciplines. Particular emphasis will be placed on the relationship of theory and research in the development of nursing knowledge to support evidence-based practice. This course will enhance the decision-making skills for choosing and using concepts and theories that guide practice. Prerequisite: Admission to the graduate nursing program, or consent of instructor.

NRSNG 754. Health Care Research. 3 Credits.

This course will enable the student to synthesize nursing knowledge and make recommendations to translate research findings into practice within diverse health care settings. Research methods, processes and findings for use in practice will be critically evaluated. Emphasis will be placed on formulating relevant research questions from theory and practice. Prerequisite: Admission to the graduate nursing program, Graduate Statistics, or consent of instructor.

NRSNG 755. Professionalism in Advanced Nursing Practice. 3 Credits.

An analysis of economic, political, legal, ethical, professional, societal and cultural issues is conducted within the context of advanced nursing practice. Application of concepts essential to understanding, influencing and leading change in health care delivery specific to advanced nursing practice is emphasized. Prerequisite: Admission to the graduate nursing program, or consent of instructor.

NRSNG 800. Primary Palliative Care. 2 Credits.

Palliative care provides physical, psychosocial, and spiritual care to persons and families living with serious or progressive illness. This course will draw on experiences with patients, families, and persons with serious illness and will help prepare learners to provide evidenced-based primary palliative care to diverse patient populations across the lifespan and in multiple settings. Topics of palliative care assessment, symptom assessment and management, interprofessional collaboration, communication, and leadership in palliative care will be explored. Prerequisite: NRSNG 801, 812, 813 or instructor consent.

NRSNG 801. Advanced Health Assessment and Clinical Reasoning. 3 Credits.

The purpose of this course is to develop knowledge and skills for advanced clinical nursing practice, including comprehensive history and physical exam across lifespan. Content on special populations, communication with patients and care teams, cultural considerations, health promotion and prevention, and use of electronic health records will be discussed with opportunity for application. Prerequisite: Corequisite: NRSNG 812: Advanced Pathophysiology, or permission of course faculty.

NRSNG 804. Interpreting Research for Applied Science. 3 Credits.

Research relevant to therapeutic intervention comes from a variety of disciplines involving varied research designs and analysis strategies. Students in this course will examine selected research studies and gain skill in analyzing methods and results as well as in applying research findings to practical problems. Students also will design their own research project reflecting their area of interest. Prerequisite: Corequisite: NRSNG 748, 754, and 755 or consent of instructor.

NRSG 805. Understanding Disability through Mass Media. 2 Credits.

This class is an overview of how mass media frames disability for the public. This course will focus on issues related to disability and the mass media representation including journalism, TV, film, advertising and the internet. Topics discussed will be the various models of media representation of disability, the impact of stigma in mass media imagery, the impact of cultural and media representations on the experiences of people with disabilities, content created by and for people with disabilities, news about disability rights in the US society, and "hidden" disabilities. Also considered will be the healthcare response to these images and to people with disabilities. The course will be offered online in a synchronous format. Prerequisite: Consent of instructor.

NRSG 806. Advanced Physiology. 3 Credits.

A course designed to lead to an advanced comprehension of the physiology of organ systems in the human in both cellular and organ processes. Physiology subject matter relevant to clinical health sciences include membrane transport, muscle, cardiovascular, respiratory, renal, gastrointestinal, neurological, and endocrine function. Cellular mechanisms include the structure and function of ion channels and pumps, mechanisms of calcium regulation, excitation-coupling processes. Prerequisite: Admission to the School of Nursing or consent of instructor.

NRSG 807. Genetics in Primary Care. 2 Credits.

This course is designed to give the primary care nurse practitioner and other graduate nursing students a foundation in medical genetics. The basics of genetics, common genetic disorders and genetic testing are discussed. The application of this knowledge to counsel individuals at risk for genetic disorders is emphasized through the use of case studies. Ethical, legal and clinical practice issues and perspectives of primary care counseling in genetics are addressed. Prerequisite: Admission to the Graduate Nursing Program or Consent of Instructor.

NRSG 808. The Social Context for Health Care Policy. 2 Credits.

Using a local/single clinical issue students examine ways to abstract this issue into a social policy context. Local exemplars are used throughout the course to demonstrate the leadership and structural systems required to effect change in policy. Strategies to identify constituencies and build coalitions are studied. Prerequisite: NRSG 755, or consent of instructor.

NRSG 809. Health Promotion. 2 Credits.

Current trends in health promotion and clinical preventive care across the lifespan are examined with particular emphasis on the determinants of health. Specific guidelines for assisting clients to maintain/improve health and/or prevent illness are reviewed. Attention is given to the roles of the health care provider and care recipient in screening, communication, and counseling. Prerequisite: Admission to the graduate nursing program, or consent of instructor.

NRSG 811. Principles of Clinical Epidemiology. 3 Credits.

Principles of Clinical Epidemiology introduces the basic concepts of epidemiology with meaningful clinical and translational applications to healthcare. This course is designed to equip graduate students to make informed high-quality evidence-based decisions in clinical care and to develop answerable research questions regarding structural, social, and health conditions impacting the population. Students will be able to efficiently and effectively search the literature for high quality evidence and make responsible clinical decisions when there is weak evidence to balance clinical knowledge, experience, and research. This course will introduce epidemiological concepts and definitions by beginning with a historical overview of epidemics to public health surveillance of interventions for pandemics. Prerequisite: NRSG 754 Health Care Research or consent of instructor.

NRSG 812. Advanced Pathophysiology. 3 Credits.

Course focus is the in-depth scientific knowledge base relevant to selected pathophysiological states confronted in advanced nursing practice. This information provides a foundation for clinical assessment and the formulation of decisions related to clinical diagnosis and the management of therapeutic regimens. Age specific and developmental alterations are correlated with clinical diagnosis and management. Application is made through age appropriate examples. Prerequisite: Admission to the graduate nursing program or consent of instructor.

NRSG 813. Advanced Pharmacology. 3 Credits.

The clinical application of specific categories of drugs, commonly encountered in primary care settings is discussed. The use of protocols, prescription writing, and the ethical/legal, and economic issues surrounding the advanced nurses' role in prescribing and monitoring pharmacologic therapies in the ambulatory setting are explained. Factors such as age-appropriate content related to pharmacokinetics, dosages, expected outcomes, and side effects of the drugs are discussed. First line versus second line drugs, alternate drugs, drug interactions, adjusting drug dosages, patient education, and compliance issues related to drug therapy are addressed. The nurse's role and responsibility related to data collection, problem identification, and consultation with the physician is explored. Application is made through age-appropriate case studies. Prerequisite: NRSG 812 Advanced Pathophysiology or consent of instructor.

NRSG 820. Program, Project, and Communication Planning. 2 Credits.

Strategies to promote program, project, and communication planning are presented and applied by the student. Communication strategies for informing, guiding, and persuading clients, health care providers, payers, and other stakeholders to advance program and project development are discussed.

NRSG 826. Global Perspective and Diversity in Healthcare. 2 Credits.

Cultural receptivity is integrated into the collaboration, development, and implementation of health programs at the local, national, and international level. Frameworks that emphasize the meanings of health and healthcare; prevention and management; and related ethical, economic, and social justice concerns are introduced. Students partner with a community of interest to understand their health and illness beliefs, identify barriers to healthcare access, integrate the historical, social, political and economic forces that impact healthcare. Together they plan and implement appropriate strategies to influence positive community outcomes. Prerequisite: NRSG 880, or consent of instructor.

NRSG 827. Advanced Concepts in Public Health Nursing. 2 Credits.

Public health is addressed in terms of common values and interests as well as particular client populations (vulnerable and at risk groups) across the lifespan. Health promotion and disease prevention for whole communities and selected vulnerable and at risk aggregates are emphasized. Ethical and social justice concerns as well as public policy and legislative issues in population-focused health care are discussed. Selected models, concepts, theories, and research in public health provide the framework for identifying, exploring, prioritizing and planning interventions for public health concerns. Ultimately, a grant proposal is developed to support the action plan. Prerequisite: Prerequisites: NRSG 754, NRSG 755, NRSG 809, NRSG 880, NRSG 885, IPHI 820, PRVM 830. Corequisites: NRSG 828 or consent of instructor.

NRSG 828. Public Health Nursing: Practicum I. 3 Credits.

Students are provided with an opportunity to explore advanced practice roles within the context of public health needs. Based on each student's goals and interests, health related needs of an identified population are

assessed, analyzed, and synthesized; and a plan of action proposed. Prerequisite: Corequisite: NRSB 827, or consent of instructor.

NRSB 829. Public Health Practicum. 3 Credits.

Students will complete an intensive practicum in a community/public health setting. Prerequisite: NRSB 827, NRSB 828 or Consent of Instructor.

NRSB 839. Global Perspectives and Diversity in Healthcare: Practicum. 1-2 Credits.

Students will have the opportunity to integrate concepts and theories of global health and diversity by direct program planning, delivery, and evaluation of care activities with a vulnerable population. Students will partner with a community of interest to provide directed advanced nursing care and/or leadership activities via individual/population/organizational assessment, intervention, and evaluation. Emphasis will be placed on building cultural competence with an understanding of the historical, social, political, and economic forces of health within a specific community setting or geographic area. The worldview of the individual/population/organization will be respected and integrated into all aspects of health care delivery. Prerequisite: NRSB 826 or consent of instructor.

NRSB 841. Reproductive Endocrinology. 2 Credits.

In-depth examination of the anatomy and physiologic processes of reproduction are studied, and will include normal growth and development, as well as clinical genetics. Essential information will be focused on understanding of the reproductive hormones. With a complete understanding of menstrual hormone regulation, students will be better prepared to apply concepts to alterations that are encountered with maturation/development, puberty, pregnancy, lactation, menopause, and management of common sexual and reproductive needs (such as contraception). Prerequisite: NRSB 812 or Consent of Instructor.

NRSB 844. Advanced Psychiatric Assessment. 3 Credits.

Advanced psychiatric assessment of children, adults and the elderly will be covered, including conducting patient-centered, culturally competent interviews in simulated situations. Epidemiology of psychiatric disorder is addressed. Assessment for psychiatric diagnoses of substance abuse, mood and anxiety disturbances, psychosis, dementia and disorders arising in childhood and adolescence are emphasized. Assessment of dangerous behaviors and crisis intervention is covered. Prerequisite: Corequisite: NRSB 801, or consent of instructor.

NRSB 850. Mental Health Assessment of Infants, Children and Adolescents. 3 Credits.

This is an advanced course in infant, child and adolescent mental health assessment development for those individuals who desire to gain greater knowledge and understanding of complex mental health issues in children, adolescents and their families. The course focus is to identify deviations between normal and abnormal development. Identification of environmental and social determinates will be examined. Recognition of pre-birth risk factors affecting children and protective measure that promote positive growth and development will be discussed. Assessment tools and strategies for effective assessment will be reviewed. Emphasis on the legal and ethical issues regarding safety and well-being of children and families will be addressed. Prerequisite: NRSB 748, or consent of instructor.

NRSB 851. Psychopharmacology for Advanced Nursing Practice. 3 Credits.

Understanding of the neuron, neurotransmitter and receptor functioning as the basis for psychopharmacotherapy is emphasized in developing the knowledge for prescribing and monitoring psychotropic medications for clients diagnosed with psychiatric disorders. The major classes of psychotherapeutic drugs, their mechanism of action, metabolism, interaction, adverse and side effects are discussed. Drug development

is reviewed and ethical and legal issues involved in prescribing across the lifespan are covered. Knowledge is applied to case studies that include differentiating drugs, dosages and response to clients' internal environment, racial/ethnic background, and age. Prerequisite: NRSB 844 or equivalent; or consent of instructor.

NRSB 854. Knowledge Management in Healthcare. 3 Credits.

Includes 2 credit hour lecture and 1 credit hour practicum. Knowledge management is the creation, communication, and leveraging of a healthcare organization's knowledge assets. Defining knowledge, describing the knowledge creation cycle, and the identification of the knowledge worker and his/her impact on the organization are discussed. Information technology and communities of practice are presented in a balanced approach supporting a systematic viewpoint of the knowledge management process. Knowledge management theory is enhanced with the performance of a knowledge audit and the development of knowledge management tools. (Same as IPHI 854.) Prerequisite: NRSB 820 or consent of instructor.

NRSB 870. Designing a Student Learning Environment. 3 Credits.

The roles of both the educator and student in designing a learning environment provide the framework for analyzing pedagogical philosophies, theories, ethical/legal issues, and research related to teaching strategies and education. The interprofessional focus is on best practices and research-based strategies to promote various learning styles and create an active learning environment that increases student retention and learning success for diverse, multicultural student populations. Attention will be given to the relationship between the setting, methodologies of clinical teaching, and the assessment of competencies. Prerequisite: NRSB 748, NRSB 754, or consent of instructor.

NRSB 871. Curriculum Development and Evaluation. 3 Credits.

This course builds on foundational skills of learning objective development and alignment with teaching and learning strategies. Learners focus on curriculum development and evaluation through various frameworks for program evaluation, methods of data collection, and relevant accrediting bodies. Advanced strategies in learning objective achievement are examined. Social determinants of learning and education, interprofessional practice, workforce development, adapting to change in the learning environment, and ethical and legal issues will also be examined. Prerequisite: NRSB 870, or consent of instructor.

NRSB 873. Technologies for Teaching and Learning. 3 Credits.

This course will focus on various technologies that can be used to facilitate learning in different health professional environments. Learners will explore theories and models that support technology for the enhancement of teaching and learning. Emphasis is placed on aligning technologies with content and context, curriculum, equity and accessibility, policy, and physical and financial resources. Prerequisite: NRSB 870, enrollment in a health-related graduate program, or Consent of Instructor.

NRSB 874. Health Professions Educator Preceptorship. 3 Credits.

The role components of the health professions educator are implemented with a preceptor in selected educational settings. Opportunities are provided to utilize teaching and learning strategies, research findings, and evaluation methods with diverse students. Professional issues, educational trends, social determinants of learning and education, the changing role of the educator, and self-assessment are incorporated in accompanying modules. Prerequisite: NRSB 870, NRSB 871, NRSB 873, or consent of instructor.

NRSB 877. Foundations in Education and Learning. 3 Credits.

Foundations and applications of education and evaluation strategies for teaching and learning in academic, clinical, research, and organizational settings are explored. Scholarly evidence from a variety of sources is used to develop educational processes, products, and evaluation strategies. Students acquire knowledge to support professional development and employ research skills as educators in diverse teaching environments with diverse learners. Prerequisite: Admission to the Doctoral Program, or Consent of Instructor.

NRSG 878. Clinical Radiology for the Advanced Practice Nurse. 2 Credits.

A complexity science framework is used to present the basic and advanced technical aspects of radiological tests used in the care of adult and pediatric patients in the diagnostic work up of the etiology of the health problem. The science that forms the basis for all plain (cathode) films as well as computerized scanning and magnetic resonance imaging tests is covered in the course. The emphasis is on the appropriate choice of radiological tests in the work-up of the patient's health problem. Also, advanced practice nurses will learn a framework for evaluating the findings of the radiological test, and the clinical implications of the findings. Prerequisite: Corequisite: NRSG 818, or NRSG 868, or NRSG 869, or NRSG 849, or NRSG 840, or consent of instructor.

NRSG 880. Organizational Foundations for Leading Change. 3 Credits.

Self-discovery as a foundation for professional development while exploring the concepts of leader, manager and follower is emphasized. Analysis and prediction of an organization's stages of development and its capacity for linear and social change are introduced through the lens of complexity science. Political, legal, ethical and other issues that constrain and destabilize organizations and strategies to restore equilibrium are explored. (Same as HP&M 840.) Prerequisite: NRSG 748, or consent of instructor. Prerequisite/Corequisite: NRSG 755.

NRSG 881. Applied Budgeting and Finance. 3 Credits.

Leaders apply basic principles associated with program, project and service-line fiscal management, price setting, budget preparation, cost-benefit/break-even analysis, managed-care contracting, and interpreting financial ratios while concurrently acquiring a financial vocabulary to communicate with various stakeholders. Financial reports such as balance sheets, budget forms and expense reports are studied and formulated related to government agencies, small clinical operations, grant-funded projects, and start-up programs. Staffing models and the staffing-quality equation are analyzed for the purpose of projecting human resource requirements. Prerequisite: NRSG 880, HP&M 822, or Consent of Instructor.

NRSG 883. Complexity Science Approaches to Improve Organizational Effectiveness. 3 Credits.

This course introduces complexity science principles with the aim of improving the quality and effectiveness of healthcare organizations. Traditional approaches to quality improvement will be contrasted with tools and metrics that can be applied in complex organizations. Principles that relate to embeddedness, diversity, distributed control, co-existence of order and disorder, nonlinearity, inability to predict, emergence, and functioning at the edge of chaos will be introduced. Prerequisite: NRSG 880, or consent of instructor.

NRSG 885. Evaluation and Analysis for Healthcare Effectiveness. 2 Credits.

Systematic approaches for analyzing and evaluation processes of care delivery and their impact on client populations, organizational processes, and communities are considered. Research concepts and methods are used in a systems context. Program evaluation, performance improvement, and other methods of measuring outcomes are examined

for their utility within the health care setting. Linkages between program evaluation and regulatory policy are studied. Prerequisite: NRSG 754. Prerequisite/Corequisite: NRSG 880 or Consent of Instructor.

NRSG 886. Organizational Leadership Practicum. 1-3 Credits.

The knowledge, skills, and abilities learned throughout the course of study are integrated in this practicum experience designed to develop further specialized knowledge. The faculty and preceptor provide support and guidance to help interpret experiences, and gain a broader world-view within organizational leadership. Students design an experience to facilitate application of theories and research related to organizational leadership. Emphasis is on expanding the capacity of the emerging leader in leading change, facilitating advanced communication skills, and demonstrating one or more areas of leadership expertise. Students negotiate a leadership project to be completed within the practicum. Prerequisite: Corequisite: NRSG: 808, 820, 826, 881, 882 or 883, 885, 891 & HP&M 822, or consent of instructor.

NRSG 888. Clinical Specialty Practicum for Nurse Educators. 1-3 Credits.

The Master of Science, Nursing Education Specialty prepares educators with direct care expertise in a specific clinical area of practice. Students will identify a practice area and complete a practicum with sustained clinical experiences designed to strengthen patient care delivery skills at the master's level. Direct care is defined as nursing care provided to individuals or families that is intended to achieve specific health goals or health outcomes. The course is collaboratively designed by the student and a faculty facilitator who has expertise in the clinical practice area desired by the student. The practicum may be completed in a wide range of settings such as acute and critical care, long term care, home health, community-based settings, etc. and prepares the student for advanced nursing practice care. Prerequisite: NRSG 755, NRSG 801, NRSG 812, NRSG 813, NRSG 870, and NRSG 880 or consent of instructor.

NRSG 890. Independent Study in Nursing. 1-5 Credits.

Intensive study in an area of interest with experiences selected according to the student's written purposes, conceptual framework, objectives and evaluation (1-5 credit hours). Appropriate prerequisite courses, as determined by the Independent Study faculty advisor, must be completed.

NRSG 891. Human Resources and Workforce Development. 3 Credits.

The focus of this course is to understand the leadership functions of human resource management in organizations to create a competitive edge through employee empowerment. Core human resource concepts are introduced and applied to optimize human capital within a variety of healthcare settings, including compensation and benefits, employee recognition, and employee/labor relations. National, regional and local strategies and workforce trends are discussed related to best practices for the selection, retention, and management as a healthcare employer of choice. Prerequisite: All Leadership Core Courses, or consent of instructor. Same as HP&M 854.

NRSG 893. Preparing for Healthcare Practice in Rural Communities. 2 Credits.

Establishing and maintaining healthy rural communities is dependent on preparation of the rural healthcare workforce. This includes professionals living and working in rural communities as well as distant providers who contribute services and/or support through telehealth. Students will explore broad patterns of health and illness in rural communities, evaluate resources and develop advanced strategies to meet the diverse needs of rural communities. Prerequisite: Prerequisites: NRSG 748, NRSG 754, NRSG 809, or Consent of Instructor.

NRSG 894. Determinants of Health. 3 Credits.

This course focuses on theoretical and analytical approaches to understanding and addressing determinants of health for health promotion, disease prevention and treatment. Students will examine biological, behavioral, environmental, economic, political, social, and structural determinants of health. Determinants of health interrelationships will be explored to understand susceptibility and risk factors for morbidity and mortality and strategies to mitigate risk for optimal health and wellbeing. Prerequisite: Admission to the Ph.D. program or consent of instructor.

NRSG 895. Grant Writing for Nursing Science. 2 Credits.

All aspects of preparing grant applications are reviewed including developing the purpose, aims, approach, methods, budget, biosketch, and resources and facilities. In addition, the importance of building a research team and identifying suitable funding agencies will be covered. Prerequisite: Admission to the Ph.D. program or consent of instructor.

NRSG 896. Grant Writing Application. 2 Credits.

The student will work with their faculty research mentor to develop a federal level grant application (NIH, HRSA, AHRQ, or foundation) in preparation for submission. The funding proposal will be developed in conjunction with the NRSG 895 Grant Writing for Nursing Science course that provides information related to grant application structure and key issues. The mentor will provide content expertise and will work with the student to develop the specific content for a grant application. The final product will be a grant proposal suitable for submission. Prerequisite: Prerequisites: Current enrollment in the PhD in Nursing program or Consent of Instructor. Corequisites: NRSG 895.

NRSG 897. State of the Science for Health Care Research. 3 Credits.

This course is a guided, in-depth systematic exploration of the research literature in the student's selected focus area. The final outcome will be a written state of the science scholarly literature review (writing intensive). Prerequisite: Admission to the Ph.D. program or consent of instructor.

NRSG 898. Scholarly Project in Nursing. 2 Credits.

The scholarly project course is designed for students to apply knowledge from their research/evidence-based practice coursework into practice. Emphasis is placed on experiential learning on the conducts of research, quality improvement, or evidence-based practice scholarship. Students will work with a faculty mentor on components of a research, quality improvement, or evidence-based practice project. Prerequisite: NRSG 754 plus one leadership specialty track course, or consent of instructor.

NRSG 910. Methodology for Historical Research. 3 Credits.

This course is designed to provide students with knowledge about what constitutes historical scholarship and research application experience in historical research methods. Students will learn how to construct historical research questions and select the appropriate study designs, data collection procedures and analyses of the data. The course focuses on content on techniques and issues involved in generating research areas, designing and implementing studies, and analyzing and interpreting the results. This course includes a historical research application experience. This could be as an individual, small group or large group in an area of interest concerning nursing or health topics. Prerequisite: NRSG 754 or Consent of Instructor.

NRSG 911. Tools for Practice Doctorate Scholarship. 3 Credits.

Foundations and applications of tools and methods to develop advanced practice project proposals across diverse settings are explored. Scholarly evidence from a variety of sources is used to develop project proposals that enhance patient care, staff development, and organizational leadership. Relevant practice theories such as quality improvement and evaluation models serve as project proposal guides. Students acquire

knowledge and skills to support professional development, to write advanced practice project proposals, and to advance doctoral scholarship. Prerequisite: NRSG 804, or consent of instructor.

NRSG 913. Business Strategies for Healthcare Leaders. 3 Credits.

The learner will develop advanced leadership skills focusing on business strategies in a variety of healthcare and industry settings in the private and public sector. Through application, analysis, synthesis and evaluation methods, using a variety of approaches to modern day business challenges, the learner is positioned to gain a high-level, mind-raising attitude about how to think differently in addressing organizational and business problems, and supporting organizational success. Practice experiences in the Leadership major (which includes the Organizational Leadership, Public Health Nursing, and Health Informatics specialty areas) are designed to assimilate learning associated with coursework objectives, thereby facilitating program objectives. Practice hours may be acquired through a variety of activities such as: practice contact hours, immersion into real-world experiences through interviewing and other explorative means, completing or creating specified policies or processes, demonstrating competencies in experiential learning activities, or any combination of these components. All activities require supervised academic experience. Prerequisite: NRSG: 808, 820, 880, 881, 882 or 883, 885, 891 & HP&M 822, or Consent of Instructor.

NRSG 914. Primary Care I: Family Health. 3 Credits.

The first of two core specialty courses using a systems approach that emphasizes a multi-dimensional & interprofessional approach to assessment, differential diagnosis and treatment formulation for the primary care needs of individuals and families across the lifespan. Common health conditions are explored in relation to health promotion, health maintenance, assessment, diagnosis, and management of common episodic, chronic, and complex conditions affecting health. Students will develop skills in critical thinking and the use of evidence-based practice guidelines in developing the rationale for diagnosing and managing primary care needs. In addition to cultural and spiritual diversity, students learn patient preferences in health care decision making with a focus on person centered care. Prerequisite: NRSG 801, NRSG 812, and NRSG 813.

NRSG 915. Primary Care II: Family Health. 3 Credits.

The second of two core specialty courses using a systems approach that emphasizes a multi-dimensional & interprofessional approach to assessment, differential diagnosis and treatment formulation for the primary care needs of individuals and families across the lifespan. Common health conditions are explored in relation to health promotion, health maintenance, assessment, diagnosis, and management of common episodic, chronic, and complex conditions affecting health. Students will develop skills in critical thinking and the use of evidence-based practice guidelines in developing the rationale for diagnosing and managing primary care needs. In addition to cultural and spiritual diversity, students learn patient preferences in health care decision making with a focus on person centered care. Prerequisite: NRSG 914 or consent of instructor.

NRSG 916. Primary Care Practicum I: Family Nurse Practitioner. 2-4 Credits.

This is the first practicum course in a series of three practicum courses that prepares the student for entry into practice as a primary care provider. This course is designed to prepare the family nurse practitioner student as a provider of direct health care services. The patient population of the family provider includes individuals and families across the lifespan. Within this role, the family nurse practitioner student will synthesize theoretical, scientific, and contemporary clinical knowledge

for the assessment and management of both health and illness states. Advanced practice competencies incorporate the health promotion, health protection, disease prevention, and management focus of the family nurse practitioner practice. Prerequisite: NRSNG 915 or Consent of Instructor.

NRSNG 917. Primary Care Practicum II: Family Nurse Practitioner. 4 Credits.

This is the second practicum course in a series of three practicum courses that prepares the student for entry into practice as a primary care provider. This course is designed to prepare the family nurse practitioner student as a provider of direct health care services. The patient population of the family provider includes individuals and families across the lifespan. Within this role, the family nurse practitioner student will synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states. Advanced practice competencies incorporate the health promotion, health protection, disease prevention, and management focus of the family nurse practitioner practice. Prerequisite: NRSNG 916 or Consent of Instructor.

NRSNG 918. Primary Care Practicum III: Family Nurse Practitioner. 2-4 Credits.

This is the final practicum course in a series of three practicum courses that prepares the student for entry into practice as a primary care provider. This course is designed to prepare the family nurse practitioner student as a provider of direct health care services. The patient population of the family provider includes individuals and families across the lifespan. Within this role, the family nurse practitioner student will synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states. Advanced practice competencies incorporate the health promotion, health protection, disease prevention, and management focus of the family nurse practitioner practice. Prerequisite: NRSNG 917, or consent of instructor.

NRSNG 919. Foundations for Leading and Communicating in Organizations. 3 Credits.

Theoretical foundations in organizational decision making and communication will enhance students' development of expertise in assessing organizations, identifying systems issues, and facilitating organization- and system-wide improvements in healthcare. Traditional approaches to organizing and communicating are contrasted with emerging approaches that promote sensitivity to diverse organizational cultures and populations. Through examination of theoretical perspectives, the student will develop an ability to integrate the contributions of different points of view and ways of thinking crucial to accurately assess, design and lead high performing healthcare organizations in a dynamic world. Prerequisite: NRSNG 829 or 833 or 856 or 886 (Practicum respective to specialty) and NRSNG 941, or consent of instructor.

NRSNG 920. Microsystems in Health Care Operations. 3 Credits.

Competencies necessary for studying clinical microsystems and examining their influence on patient safety, satisfaction, and other clinical outcomes are developed in this course. Microsystems will be determined, deconstructed, analyzed for best practice, and re-constituted for the purpose of improved organizational performance. The roots of quality improvement are traced and quality improvement application within a microsystem environment is explored. Key topics include: assessment tools and models, continuous quality improvement theory, evidence-based practice, performance improvement methods (measurement, statistics, problem identification and analysis, control charts) and the development of team-based problem solving and resolution. Students examine productivity and cost indicators, strategic and operational planning, healthcare finance, relationship-building, collaboration techniques, and

leadership principles. Prerequisite: Completion of graduate program in organization leadership or nursing administration, or consent of instructor.

NRSNG 921. Nurse-Midwifery I: Sexual, Reproductive, and Gynecologic Health in Primary Care. 3 Credits.

The knowledge and skills necessary to promote health, prevent illness, and manage primary health care needs, including sexual, reproductive, and gynecologic care across the lifespan will be provided. Theory- and research-based therapeutic management of acute, episodic and chronic conditions across the lifespan will be explored. Professional values including standards of practice, culture, legal issues, ethics, and advanced practice roles, will be addressed. The health care delivery system will be analyzed for cost effectiveness and sensitivity in primary care. Prerequisite: NRSNG 801, NRSNG 809, NRSNG 812, NRSNG 813, NRSNG 841, or Consent of Instructor.

NRSNG 922. Nurse-Midwifery II: Preconception and Prenatal Care. 3 Credits.

Care during the antepartum period is presented, with a focus on strategies for risk reduction and early identification of deviation from normal. Biopsychosocial, and cultural, and family influences on preconception and pregnancy are analyzed. Concepts of evidence-based practice, ethics, legal and political issues, nutrition, genetics, pharmacotherapeutics, and health promotion are included. Prerequisite: NRSNG 801, NRSNG 809, NRSNG 812, NRSNG 813, NRSNG 921, or consent of instructor.

NRSNG 923. Nurse-Midwifery III: Postpartum and Newborn Care. 2 Credits.

Synthesis of the nurse-midwifery philosophy for postpartum and newborn periods is conceptualized. Health maintenance for postpartum persons and infants is explored. Evidence-based practice, ethics, legal and political issues, nutrition, pharmacotherapeutics, and health promotion are included. The nurse-midwifery role in consultation, collaboration, and referral are addressed. Prerequisite: Prerequisite: NRSNG 922, or Consent of Instructor. Corequisite: NRSNG 924.

NRSNG 924. Nurse-Midwifery IV: Intrapartum Care. 3 Credits.

Nurse-midwifery care of uncomplicated women in the intrapartum period is presented and analyzed. Intrapartum and immediate postpartum deviations from normal, complications and emergency events are addressed. Concepts of evidence-based practice, ethics, legal and political issues, nutrition, pharmacotherapeutics, and health promotion are included. Prerequisite: Prerequisite: NRSNG 922 or Consent of Instructor. Corequisite: NRSNG 923.

NRSNG 929. Psychotherapeutic Interventions I: Psychiatric Mental Health Nurse Practitioner. 3 Credits.

Focus is placed on assessing vulnerabilities, social determinants and resilience as they relate to health promotion, disease prevention, symptom management, and behavior change. Mental health and common psychiatric disorders such as depression and anxiety throughout the life span are discussed. Evidence-based brief psychotherapeutic intervention frameworks including psychotherapy are applied to individuals, groups and families across the life span. Professional issues that commonly occur in implementing the advanced practice role in psychiatric and mental health care are emphasized. Prerequisite: NRSNG 748, NRSNG 754, NRSNG 755, NRSNG 801, NRSNG 809, NRSNG 812, NRSNG 813, NRSNG 844, NRSNG 850, or Consent of Instructor. Prerequisite/Corequisite: NRSNG 851.

NRSNG 930. Psychotherapeutic Interventions II: Psychiatric Mental Health Nurse Practitioner. 3 Credits.

This theory course focuses on recovery-oriented, person-centered approaches for individuals, families, and populations with complex and persistent alterations in mental health functioning. Factors that affect mental health functioning will be explored with a focus on interventions that facilitate recovery including psychopharmacology. In addition, policies

and socioeconomic factors that influence the delivery of mental health services will be analyzed. Emphasis is placed on identifying the unique role of the psychiatric mental health nurse practitioner (PMHNP) within an integrated, client-centered delivery system. Prerequisite: NRSRG 929 or consent of instructor.

NRSRG 931. Psychotherapeutics Practicum I: Psychiatric Mental Health Nurse Practitioner. 2 Credits.

This course is the first of three practicum courses. The focus of this clinical course is to apply theories and evidence-based findings in a clinical setting serving culturally diverse individuals, groups, and families. Students will have opportunities to conduct comprehensive psychiatric assessments, formulate diagnoses, and conduct therapy in conjunction with an interdisciplinary team. Prerequisite: NRSRG 930, or Consent of Instructor.

NRSRG 932. Psychotherapeutics Practicum II: Psychiatric Mental Health Nurse Practitioner. 4 Credits.

In this second of three practicum courses, students will apply recovery oriented, evidence-based frameworks such as biobehavioral, pharmacologic and psychoeducational to individuals and groups across the lifespan with complex alterations in functioning. The psychiatric mental health nurse practitioner in collaboration with interdisciplinary team members and families coordinates person-centered culturally sensitive care. Ethical principles and legal issues are identified and integrated into care. Prerequisite: NRSRG 931 or Consent of Instructor.

NRSRG 933. Psychotherapeutics Practicum III: Psychiatric Mental Health Nurse Practitioner. 3-4 Credits.

In this third of three clinical practicum courses, students will demonstrate integration of knowledge from previous courses in implementing the psychiatric mental health nurse practitioner role. This includes using diagnostic reasoning, evidence-based therapy, biobehavioral, and psychoeducational interventions with culturally diverse clients from different age groups. Students will implement care within interdisciplinary teams using consultation and referral as needed to deliver person-centered culturally sensitive care. Students will work with age groups needed to meet the role of psychiatric nurse practitioner across the lifespan. Prerequisite: NRSRG 932, or Consent of Instructor.

NRSRG 935. Professionalism and Scholarship Workshop. 1 Credits.

Building a foundation for advanced study is explored in the context of professionalism and scholarship. Strategies for promoting professional development while preparing for future roles as nurse scholars and nurse scientists are examined. Students are introduced to a model of scholarship that includes discovery, integration, application, and teaching. Issues associated with scientific integrity in academics, research and services are identified and examined. Prerequisite: Admission to the Doctoral Program or Consent of Instructor.

NRSRG 936. Philosophy of Nursing Science. 3 Credits.

This course examines the origins and development of nursing science. Students will explore nursing knowledge from diverse philosophical and Indigenous perspectives as well as the natural and human sciences. Different conceptions of broad topics such as knowledge, personhood, the body, health and illness, and technology will be examined for the investigation of nursing phenomena. Prerequisite: Admission to the Ph.D. program or consent of instructor.

NRSRG 937. Innovative Theories and Models for Nursing Science. 3 Credits.

This course explores innovative models and theories to guide nursing science. Historical foundations of theory are traced to current trends and future possibilities in theory development, application, and evaluation. Strategies for using existing theoretical knowledge for nursing science and

to foster new knowledge are also examined. Prerequisite: NRSRG 936 or Consent of Instructor.

NRSRG 939. Precision Health. 3 Credits.

This course focuses on precision health as an emerging approach for health promotion, disease prevention and treatment that considers individual variability in genes, environment, and lifestyle (also known as the determinants of health). Students will learn to more accurately predict prevention and treatment strategies for various populations. This course will assist students in understanding the National Institute of Nursing Research (NINR) pathway to precision science that focuses on personalized strategies to prevent and manage symptoms across diverse populations and settings. Students will also learn about the vision reflected in the Precision Medicine Initiative to accelerate discoveries that can provide nurse scientists with new tools, knowledge, and therapies for individuals and populations. Prerequisite: Admission to Doctoral Program or consent of instructor.

NRSRG 941. Preparing for Doctoral Leadership. 2 Credits.

Skills in leading, managing, and following as the doctoral graduate assumes critical roles within academia, the healthcare system, or other business entities are developed and strengthened. Students prepare to lead teams and change in healthcare through developmental exercises, career trajectory planning, and critical appraisal and application of leadership and communication theories, and power and politics to promote equity. Prerequisite: Admission to a School of Nursing Doctoral Program or consent of instructor.

NRSRG 945. Synthesis Workshop I. 1 Credits.

Previous doctoral coursework is synthesized within the context of students' research area of interest. Knowledge of the students' research area of interest is further developed through a comprehensive literature review of the science. A qualifying examination concludes the course. Prerequisite: Admission to PhD program and NRSRG 935, 936, 937, 939, 946, 952, BIOS 730 and 740 or equivalent, or Consent of Instructor. Prerequisite/Corequisite: NRSRG 877.

NRSRG 946. Measurement Principles and Practice. 3 Credits.

Classical measurement theory and related measurement concepts are the focus of this course. Various approaches to instrumentation are examined. Students use existing data to evaluate selected measures, with emphasis on reliability and validity. They also critically analyze published reports of instrumentation for research. Basic knowledge of concept analysis is expected prior to enrollment.

NRSRG 948. Methods for Assessing Organizational and Clinical Practice Outcomes. 2 Credits.

This course will provide a broad overview of concepts in design and measurement strategies that are applicable to doctoral projects. A variety of approaches will be used to evaluate organizational, sociotechnical, population health, or clinical issues. Different methods, measures, and data sources relevant to these issues will be explored. Prerequisite: NRSRG 754 or consent of instructor.

NRSRG 949. Synthesis and Qualifying Exam. 1 Credits.

Content from the full range of doctoral courses including theory, research, statistics and professional development is integrated and synthesized. Strategies for using these content areas to meet program objectives and students' professional objectives are explored. A qualifying examination concludes the course. Prerequisite: Completion of all doctoral course work in the Ph.D. program.

NRSRG 950. Symptom Science in Nursing. 3 Credits.

In this course, students will determine personalized strategies to identify, prevent, and treat the adverse symptoms of acute and chronic illness across diverse populations and settings. Biological and behavioral

dynamics of symptoms (e.g., dyspnea, fatigue, impaired sleep/insomnia, pain, depression) that can change the trajectory of chronic illnesses, and how the dynamics can be optimized and maintained to prevent symptom relapse, will be discussed. Various innovative care delivery models (e.g. interdisciplinary, family-based), research methods (e.g. community engaged research, pragmatic trials) and technologies (e.g. eHealth) will be reviewed that can be used to improve symptom management and change the chronic illness trajectory especially among individuals who experience disparate health outcomes. Prerequisite: Admission to Doctoral Program or consent of instructor.

NRSG 951. Biomarkers. 3 Credits.

This course builds a foundation for doctoral students to understand how biomarkers can be used as targets for therapeutic and clinical interventions. Students will describe potential biomarkers for measures of normal biological processes, pathogenic processes, or pharmacologic responses. Biological elements ("biomarkers") associated with symptoms and symptom experiences across populations and conditions will be explored. Students are introduced to direct and indirect biomarkers and the various methods for sampling. Issues associated with sensitivity and specificity of particular biomarkers are examined. Prerequisite: Admission to Doctoral Program or consent of instructor.

NRSG 952. Qualitative Research Methods and Application. 3 Credits.

Qualitative methodologies, such as ethnography, phenomenology/hermeneutics, grounded theory, and their epistemological origins are explored. Emphasis is placed on the appropriateness of each approach in diverse settings. Students complete simulated qualitative research activities to gain experience in data collection and analysis. Prerequisite: Admission to the Ph.D. program or consent of instructor.

NRSG 953. Quantitative Research Methods and Application. 3 Credits.

The course is designed to provide students with knowledge and research application experience in quantitative research methods. Students will learn how research questions lead to different study designs, data collection procedures, and analyses in nursing and health care. The course focuses on content on methodological techniques and issues involved in generating research questions and hypotheses, designing, and implementing quantitative studies, and analyzing and interpreting results. The course includes quantitative research application experiences in planning, conducting, and interpreting analyses with existing data. Prerequisite: NRSG 946 Measurement Principles and Practice and BIOS 730 Applied Linear Regression, or consent of instructor.

NRSG 954. DNP Synthesis Workshop. 1 Credits.

Students will have the opportunity to demonstrate synthesis, integration, and translation of knowledge and skills acquired throughout the first half of the DNP program and during this course. Sessions and activities will focus on doctoral leadership and role transition, scientific inquiry and research application, applications of theory, and specific practice/program related competencies. A qualifying examination concludes the course. Prerequisite: NRSG 748, NRSG 755, NRSG 804, NRSG 808; for Advanced Practice major, completion of NRSG 801, NRSG 812, and NRSG 813, and one specialty course; for Leadership major, completion of IPHI 820; NRSG 826, NRSG 880, NRSG 885, NRSG 948 or Consent of Instructor.

NRSG 955. Mixed Methods Designs in Health Care Research. 3 Credits.

This course is an advanced research methods course that explores the foundations and application of mixed methods designs in health care research. This course is intended to assist students to (1) understand the philosophical and methodological foundations of mixed methods research;

(2) develop knowledge about the use of mixed method designs; (3) apply mixed methods strategies in health care research; and (4) critique mixed methods research in health care research. Prerequisite: Graduate-level; NRSG 952; NRSG 953.

NRSG 959. Research Experience. 1-4 Credits.

This practicum is an intensive research experience with a specific faculty mentor. It involves working on part of the faculty mentor's current research or on a subject closely related to the mentor's work. The student submits a proposal for this research experience to the faculty mentor. After approval by the faculty mentor, the proposal undergoes necessary review and approval processes (e.g. Human Subjects Committee - IRB approval with departmental administrative review). The outcome of this experience is a paper prepared in publishable form on the research conducted or other scholarly dissemination as agreed upon (e.g. conference presentation). Prerequisite: Consent of instructor.

NRSG 960. Dissemination and Implementation Science in Healthcare. 3 Credits.

This course is designed for doctoral-level learners interested in conducting dissemination and implementation research and applying implementation strategies to improve the uptake and sustainability of evidence-based guidelines, interventions, and innovations in healthcare. Learners are introduced to the field of implementation science; theories and frameworks; research designs, measures, and analyses; implementation strategies; fidelity and adaptation; evaluation; and sustainability. Learners also examine how dissemination research and practice influences the generation, uptake, and spread of policy and guides healthcare decision making. Learners work together to co-design a dissemination or implementation science project to address a critical issue that impacts health or health systems. Leadership competencies for supporting dissemination and implementation research and practice also are explored. Prerequisite: For PhD students: NRSG 952 and NRSG 953. For DNP students: NRSG 804. For interprofessional students: doctoral level research methods or analysis course. Or consent of instructor. Pre or Corequisites: DNP students: NRSG 948.

NRSG 962. Nurse-Midwifery Professionalism Seminar. 2 Credits.

Building upon concepts of professionalism in advanced nursing practice, the nurse-midwifery student will analyze historical, political, legal, ethical, professional, societal, and cultural issues within the midwifery profession. Application of concepts essential to understanding, influencing, and leading change in midwifery will be emphasized. Prerequisite: Prerequisite: Admission to midwifery specialization. Corequisite: NRSG 921.

NRSG 963. Advanced Leadership Residency. 1-9 Credits.

The advanced leadership residency is designed to expand the DNP student's breadth and depth of leadership knowledge and skills in an area of practice at the aggregate/systems/organization level. Students will have the opportunity to enhance their existing advanced leadership skills in one or more of the following areas: organizational and systems leadership for enhancing healthcare outcomes; quality improvement strategies to support decision-making; prediction and evaluation of practice outcomes; patient safety initiatives; health care policy; creating and sustaining change at organizational and policy levels; or ethics related to healthcare systems; information technology; knowledge management; or population health. Prerequisite: Corequisite: NRSG 919 and NRSG 941, or consent of instructor.

NRSG 964. Advanced Clinical Residency. 1-9 Credits.

The advanced clinical residency is designed to expand the DNP student's breadth and/or depth of clinical knowledge and skills in an area of practice. The focus can be either on the delivery of sub-specialty care services or full spectrum primary care services. Students will have the

opportunity to enhance their existing advanced practice skills in one or more of the following areas: the diagnosis and management of ambulatory patients with complex diagnoses and comorbid conditions in the context of family, community and culture; the diagnosis and management of patients with complex diagnoses and/or comorbid conditions who present with acute changes in health status requiring interventions available only in an acute care setting; and the diagnosis and management of patients who are unable to function independently due to age related alteration in mental and physical status, developmental, perceptual and physical disability and chronic, degenerative illness. Students will synthesize clinical knowledge and use evidence-based decision making to construct symptom-based assessments, advanced differential diagnoses, independent therapeutic interventions, and outcome evaluation of the care of clients. Prerequisites: Post-BSN students: final practicum course or consent of instructor. Post-Master's students: A minimum of 1000 clinical hours in your current or previous work following graduation from an accredited Master's in Nursing program; National certification in your area of expertise (e.g. family, adult, psych, pediatric, CNM, etc.).

NRS 966. Nurse-Midwifery Practicum I. 4 Credits.

This practicum course is the first practicum course in a series of three practicum courses that prepares the student for entry into practice as a nurse-midwife. This clinical practicum focuses on competencies for the management of patients in a variety of midwifery practice environments, including gender-based healthcare/women's health and care of newborns. Management experiences in the advanced practice role of nurse-midwife include health promotion and disease prevention, risk assessment, care of well persons, identification of deviations from normal, and consultation/collaboration/referral when medically necessary. Prerequisite: NRS 924 or Consent of Instructor.

NRS 967. Nurse-Midwifery Practicum II. 2 Credits.

This practicum course is the second practicum course in a series of three practicum courses that prepares the student for entry into practice as a nurse-midwife. This clinical practicum focuses on competencies for the management of patients in a variety of midwifery practice environments, including gender-based healthcare/women's health and care of newborns. Management experiences in the advanced practice role of nurse-midwife include health promotion and disease prevention, risk assessment, care of well persons, identification of deviations from normal, and consultation/collaboration/referral when medically necessary. The student will synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of patients. Prerequisite: NRS 926 or Consent of Instructor.

NRS 968. Nurse-Midwifery Practicum III: Integration. 4 Credits.

The theoretical, clinical, and role components of care as delivered by the advanced student are implemented through an intensive supervised clinical practicum, which is the third practicum course in a series of three practicum courses that prepare the student for entry into practice as a nurse-midwife. Advanced professional clinical skills and evidence-based practice are applied in a variety of midwifery practice environments, including gender-based/women's health and care of newborns. Emphasis is on increased independence and decision-making as the student embraces the function, scope, and practice of nurse-midwifery. Prerequisite: NRS 967 or Consent of Instructor.

NRS 970. Synthesis of Emphasis Area of Study. 2 Credits.

This course provides an opportunity for the PhD student to synthesize work in their selected emphasis area. After completion of emphasis area coursework, students will focus on synthesizing content across these emphasis area courses. The synthesis experience culminates in a written synthesis paper in the emphasis area to assure the student's competency in the emphasis area of study. Typically, the emphasis area coursework

and the emphasis area synthesis paper contribute directly to the student's dissertation. Prerequisite: Completion of emphasis area coursework (at least 9 credit hours) and NRS 945, or consent of instructor.

NRS 971. Special Considerations for the Acute Care Nurse Practitioner. 1 Credits.

This course will focus on the preparation and scope of practice of the adult-gerontology acute care nurse practitioner. Concepts of the advanced practice role, primary vs. acute care, transitions of care, and age-related considerations of the adult-gerontology patient will be reviewed. Prerequisite: Consent of Instructor.

NRS 972. Advanced Pharmacology for the Acute Care Setting. 2 Credits.

This course for acute care settings is complementary to any advanced pharmacology course for advanced practice nursing. The clinical application of specific categories of drugs commonly encountered in acute care settings is discussed. First line versus second line drugs, alternate drugs, drug interactions, adjusting drug dosages, patient education, and compliance issues related to drug therapy are addressed. The nurse's role and responsibility related to data collection, problem identification, and consultation with the physician is explored. Application is made through age appropriate studies. Prerequisite: NRS 801, NRS 812, NRS 813 or Consent of Instructor.

NRS 973. Acute Care I: Adult-Gero NP. 3 Credits.

The first of two core specialty courses using a systems approach that emphasizes a multi-dimensional and interprofessional approach to assessment, differential diagnosis, and treatment formulation for the care needs of the chronically, acutely, or critically ill or those who are experiencing an acute exacerbation of a chronic health problem. Students will develop skills in critical thinking and the use of evidence-based practice guidelines in developing the rationale for diagnosing and managing care needs across the acute, critical, and complex care continuum in order to return the individual to their optimal level of health. Prerequisite: NRS 971, NRS 972, or Consent of Instructor.

NRS 974. Acute Care II: Adult-Gero NP. 3 Credits.

The second of two core specialty courses using a systems approach that emphasizes a multi-dimensional and interprofessional approach to assessment, differential diagnosis, and treatment formulation for the care needs of the chronically, acutely, or critically ill or those who are experiencing an acute exacerbation of a chronic health problem. Students will develop skills in critical thinking and the use of evidence-based practice guidelines in developing the rationale for diagnosing and managing care needs across the acute, critical, and complex care continuum in order to return the individual to their optimal level of health. Prerequisite: NRS 973 or Consent of Instructor.

NRS 975. Acute Care Practicum I: Adult-Gero NP. 4 Credits.

This is the first practicum course in a series of three practicum courses that prepares the student for entry into practice as an acute care provider. This course is designed to prepare the adult-gerontology acute care nurse practitioner as a provider of direct health care services. The patient populations of the adult-gerontology provider includes young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, and old-old adults). Within this role, the adult-gerontology acute care nurse practitioner will synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states, including care needs of the chronically, acutely, or critically ill or those who are experiencing an acute exacerbation of a chronic health problem. The competencies of this course incorporate health promotion, disease prevention, and management focus of the adult-gerontology acute care nurse practitioner practice. Students will develop skills in critical thinking and the use

of evidence-based practice guidelines in developing the rationale for diagnosing and managing care needs across the acute, critical, and complex care continuum in order to return the individual to their optimal level of health. Prerequisite: Pre or Co-Req: NRS 973 or Consent of Instructor.

NRS 976. Acute Care Practicum II: Adult-Gero NP. 2-4 Credits.

This is the second practicum course in a series of three practicum courses that prepares the student for entry into practice as an acute care provider. This course is designed to prepare the adult-gerontology acute care nurse practitioner as a provider of direct health care services. The patient populations of the adult-gerontology provider includes young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, and old-old adults). Within this role, the adult-gerontology acute care nurse practitioner will synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states, including care needs of the chronically, acutely, or critically ill or those who are experiencing an acute exacerbation of a chronic health problem. The competencies of this course incorporate health promotion, disease prevention, and management focus of the adult-gerontology acute care nurse practitioner practice. Students will develop skills in critical thinking and the use of evidence-based practice guidelines in developing the rationale for diagnosing and managing care needs across the acute, critical, and complex care continuum in order to return the individual to their optimal level of health. Prerequisite: NRS 975 Acute Care Practicum I: Adult-Gero NP or Consent of Instructor. Co-Req: NRS 974 Acute Care II: Adult-Gero NP.

NRS 977. Acute Care Practicum III: Adult-Gero NP. 2-4 Credits.

This is the final practicum course in a series of three practicum courses that prepares the student for entry into practice as an acute care provider. This course is designed to prepare the adult-gerontology acute care nurse practitioner as a provider of direct health care services. The patient populations of the adult-gerontology provider includes young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, and old-old adults). Within this role, the adult-gerontology acute care nurse practitioner will synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states, including care needs of the chronically, acutely, or critically ill or those who are experiencing an acute exacerbation of a chronic health problem. The competencies of this course incorporate health promotion, disease prevention, and management focus of the adult-gerontology acute care nurse practitioner practice. Students will develop skills in critical thinking and the use of evidence-based practice guidelines in developing the rationale for diagnosing and managing care needs across the acute, critical, and complex care continuum in order to return the individual to their optimal level of health. Prerequisite: NRS 976 Acute Care Practicum II: Adult-Gero NP or Consent of Instructor.

NRS 981. DNP Project Proposal Development. 1-2 Credits.

The Doctor of Nursing Practice (DNP) Project Proposal Development is the first course in a progressive sequence of three courses to advance the scholarly project. The scholarly project provides evidence to support a change to address current and relevant needs within a health care environment to improve health outcomes and provide a process for implementation and evaluation. During the course the student collaborates with an intra/interprofessional team to develop and write the proposed scholarly project. Prerequisite: NRS 911, NRS 948, NRS 954, or consent of instructor.

NRS 982. DNP Project Implementation Practicum. 1-3 Credits.

The Doctor of Nursing Practice (DNP) Project Implementation Practicum course is the second course in a progressive sequence of three courses to advance the scholarly project. During this course the student develops a plan for dissemination with the project mentor and faculty lead and collaborates with an intra/interprofessional team to implement the scholarly project. Prerequisite: NRS 981 or consent of instructor.

NRS 983. DNP Project Evaluation and Dissemination. 1 Credits.

The Doctor of Nursing Practice (DNP) Project Evaluation and Dissemination course is the third course in a progressive sequence of three courses to advance the scholarly project. During the course the student completes, evaluates, and disseminates project outcomes to inform diverse audiences using a variety of approaches and modalities. During the course the student collaborates with an intra/interprofessional team to evaluate the outcomes and impact of the scholarly project. Prerequisite: NRS 982 or consent of instructor.

NRS 984. Primary Care Across the Lifespan I. 2 Credits.

This is the first course in a series of four courses addressing the primary care of individuals and families across the lifespan. The course begins with an introduction to primary care practice with a focus on diagnostic reasoning and primary care of populations and individuals. This course continues with the family nurse practitioner students' assessment, development of differential diagnosis, and treatment formulation of select acute illnesses and non-life-threatening injuries across the lifespan. Using a person-centered approach, students will develop skills in critical thinking and the use of evidence-based practice guidelines in developing the rationale for diagnosing and managing acute illnesses and injuries. Prerequisite: NRS 801, NRS 812, and NRS 813, or Consent of Instructor.

NRS 985. Primary Care Across the Lifespan II. 3 Credits.

This is the second course in a series of four courses addressing the primary care of individuals and families across the lifespan. This course is designed to develop the family nurse practitioner students' assessment, development of differential diagnosis, and treatment formulation of common chronic conditions across the lifespan. Using a person-centered approach, students will develop skills in critical thinking and the use of evidence-based practice guidelines in developing the rationale for diagnosing and managing common chronic conditions. Prerequisite: NRS 984 or Consent of Instructor.

NRS 986. Primary Care Across the Lifespan III. 3 Credits.

This is the third course in a series of four courses addressing the primary care of individuals and families across the lifespan. This course is designed to develop the family nurse practitioner students' assessment, development of differential diagnosis, and treatment formulation of common chronic conditions across the lifespan. Using a person-centered approach, students will develop skills in critical thinking and the use of evidence-based practice guidelines in developing the rationale for diagnosing and managing common chronic conditions. Prerequisite: NRS 985 or Consent of Instructor.

NRS 990. Doctoral Research. 1-12 Credits.

Original and independent investigation approved by and conducted under the supervision of the student's adviser or advisory committee and in partial fulfillment of the requirements for the Ph.D. degree. Prerequisite: Consent of Advisor.

NRS 991. PhD Seminar I. 1 Credits.

This is the first of three Ph.D. seminar courses that examine issues critical to socialization into the role of a nurse scientist. This seminar course will focus on nurse scientists as stewards of the profession. Prerequisite: Admission to the Ph.D. program or consent of instructor.

NRS 992. PhD Seminar II. 1 Credits.

This is the second of three Ph.D. seminar courses that examine issues critical to socialization into the role of a nurse scientist. In this seminar course, students will explore the economic value of nursing and career development as a nurse scientist. Prerequisite: Admission to the Ph.D. program or consent of instructor.

NRSG 993. PhD Seminar III. 1 Credits.

This is the third of three Ph.D. seminar courses that examine issues critical to socialization into the role of a nurse scientist. In this final seminar course, students explore in-depth the ethical considerations in nursing and biomedical research. Prerequisite: Admission to the PhD program or consent of instructor.

NRSG 994. Research Immersion. 1 Credits.

The research immersion course is designed for students to engage under the guidance and mentorship of a research mentor in interdisciplinary and/or intradisciplinary research activities that are tailored to the students' dissertation phenomenon and/or methodology. Prerequisite: Admission to the Ph.D. program or consent of instructor.

NRSG 997. Independent Study. 1-4 Credits.

Having chosen an appropriate mentor, the student selects an area of advanced study. Specific objectives and credit hours are jointly determined by the student and selected faculty member. Prerequisite: Prior graduate course work in the area of study and consent of instructor.

NRSG 999. Dissertation. 1-12 Credits.

Preparation of the dissertation based upon original research and in partial fulfillment of the requirements for the Ph.D. degree. Credit is given only after the dissertation proposal has been accepted by the student's dissertation committee. Prerequisite: Consent of Instructor.