

# 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.

In most cases, students use 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 also 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's (MS), doctor of nursing practice (DNP), and post-graduate APRN certificate programs are accredited by the Commission on Collegiate Nursing Education (CCNE) (<https://www.aacnnursing.org/CCNE/>), (<https://www.aacnnursing.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 - Adult-Gerontology Primary Care Nurse Practitioner (<https://catalog.ku.edu/nursing/certificates/adult-gerontology-primary-care-nurse-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 - Health Systems Leadership (<https://catalog.ku.edu/nursing/certificates/health-systems-leadership/>)  
 Graduate Certificate - Nurse Midwifery (<https://catalog.ku.edu/nursing/certificates/advancedpractice/midwifery/>)  
 Graduate Certificate - Population Health Nursing (<https://catalog.ku.edu/nursing/certificates/population-health-nursing/>)  
 Graduate Certificate - Psychiatric/Mental Health Nurse Practitioner (<https://catalog.ku.edu/nursing/certificates/advancedpractice/psychiatric/>)

## Undergraduate Programs

The **Bachelor of Science in Nursing (BSN)** (<https://catalog.ku.edu/nursing/bs/#admissiontext>) program prepares baccalaureate generalist nurses for professional nursing practice. The American Association of Colleges of Nursing's (AACN) *The Essentials: Core Competencies for Professional Nursing Education* provide the framework for this first step in professional nursing education (AACN, 2021). The roles of the baccalaureate generalist include: provider of care; designer/manager/coordinator of care; and member of a profession. Baccalaureate generalist education provides the foundation for all graduate nursing education. The on-campus BSN program is a full-time program, requiring on-campus attendance; it is offered through both the Kansas City and Salina campus locations and admits cohorts in Fall and Spring.

The **RN to BSN** (<https://catalog.ku.edu/nursing/bs/#admissiontext>) program provides registered nurses (RN) a flexible format to complete the baccalaureate degree and expand career options. Coursework for this program is online, and can be completed in one calendar year of full-time study or up to five years of part-time study. There is an in-person clinical component in the final semester that can be completed at the student's location. Students can enter the program at any semester,

i.e., spring, summer or fall. In the KU School of Nursing's RN to BSN program, students will refresh skills and learn new ones, with a curriculum that will broaden abilities in many areas, including leadership and critical thinking. *This program is not accepting new applicants for the 2025-2026 academic year.*

The **Community College Nursing Partnership (CCNP)** (<https://catalog.ku.edu/nursing/bs/#admissiontext>) offers the convenience of staying at a community college while pursuing both the Associate Degree in Nursing (ADN) and the Bachelor of Science in Nursing (BSN). Partnership students complete the ADN and BSN concurrently, through on-campus courses at the community college and online courses through KU School of Nursing. After completing the CCNP program, eligible students are awarded both an ADN from the partner community college and a BSN from KU School of Nursing, and are eligible to take the National Council Licensure Examination (NCLEX) for registered nurses.

## 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. Combined degree options are available.

The School of Nursing offers the following graduate programs:

- Master of Science (<https://catalog.ku.edu/nursing/ms-nursing/>) - Nursing (*not admitting new students for 2025-2026*)
- Master of Science (<https://catalog.ku.edu/nursing/ms-nursing/>) (<https://catalog.ku.edu/nursing/ms-health-informatics/#text>) - Health Informatics (*not admitting new students for 2025-2026*)
- Doctor of Nursing Practice (<https://catalog.ku.edu/nursing/dnp/>)
- Doctor of Philosophy (<https://catalog.ku.edu/nursing/phd/>)
- Nursing Certificate Programs (<https://catalog.ku.edu/nursing/certificates/>)
- Interprofessional Certificate Programs (<https://catalog.ku.edu/nursing/certificates/>)

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

In addition to the graduate degree and graduate certificate options, the School of Nursing periodically also has post-doctoral fellowship opportunities available to DNP or PhD-prepared applicants seeking additional skill-development opportunities in clinical practice or research, respectively. Current opportunities are listed on the KU 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" or "NRSG" 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 established in the 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 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 his/her 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 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 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 7 years in which to complete the requirements for the Master of Science 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 (Graduate) Courses

### IPHI 850. Introduction to Health Informatics. 2 Credits.

This course provides a broad survey of health informatics focused on five themes: health informatics foundations; clinical decision support; human factors/organization factors; public health informatics and current issues in health informatics including best practices.

### IPHI 851. Transforming Health Care through Use of Information Systems and Technology. 3 Credits.

The application of the information system development life cycle in the design, selection, and implementation of health information technology applications will be examined. Human computer interactions and emerging technologies will be explored for their impact on patient care and safety. The role of legal, regulatory, ethical, and security issues will be discussed as they apply to clinical and consumer information

technologies. KU DNP students may count this course as 2 credit hours of lecture and 1 credit hour of practicum.

### IPHI 852. Health Data Theory and Practice. 3 Credits.

Data science concepts and database theory as related to healthcare settings will be introduced. Simple database modeling, design, and manipulation will be explored using a database management system and a query language. Key data science methods, such as data wrangling and visualization, will be leveraged for decision making. KU DNP students may count this course as 2 credit hours of lecture and 1 credit hour of practicum.

### IPHI 853. Abstraction and Modeling of Healthcare Information. 3 Credits.

The information system development life cycle process is presented with emphasis on determination and analysis of information system requirements and system design that meet the identified healthcare information requirements. Object-oriented techniques, such as Unified Modeling Language and Unified Modeling Methodology, will be introduced to facilitate process analysis and design proposal development. KU DNP students may count this course as 2 credit hours of lecture and 1 credit hour of practicum. It is recommended that students take IPHI 820 prior to this course.

### IPHI 854. Knowledge Management in Health Care. 3 Credits.

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 workers and their impact on the organization are discussed. Information technology and communities of practice are presented in a balanced approach to support 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. KU DNP students may count this course as 2 credit hours of lecture and 1 credit hour of practicum. It is recommended that students take IPHI 820 prior to this course.

### IPHI 856. Health Informatics Practicum. 1-3 Credits.

In collaboration with health informatics faculty and preceptors, students design an experience to facilitate the application of theories and research related to health informatics. Emphasis is on the application of the information system development life cycle. Students analyze the leadership and technical behaviors of various informatics roles and negotiate an informatics project to be completed within the practicum. Prerequisite: IPHI 850, 851, 852, 853, 854, leadership electives, and focus area electives, or consent of instructor.

### IPHI 858. Health Informatics Practicum: Pharmacy. 4 Credits.

In collaboration with health informatics faculty and preceptors, students design an experience to facilitate application of theories and research related to health informatics in a pharmacy setting. Emphasis is on the application of the information system development life cycle. Students analyze the leadership and technical behaviors of various informatics roles and negotiate an informatics project to be completed within the practicum. This course is only open to students enrolled in the dual PharmD and Health Informatics programs. Prerequisite: IPHI 850, 851, 852, 853, 854 and focus area electives, or consent of instructor.

### IPHI 860. Health Informatics Scholarly Project. 2 Credits.

This research or evidence-based project course is designed for students to apply knowledge from their coursework. Students will work with a faculty mentor on components of a research, quality improvement, or evidence-based practice project. The student will create a scholarly document. Prerequisite: A research course and two informatics courses, or consent of instructor.



**IPHI 861. Introduction to Telehealth Policy and Practice. 3 Credits.**

Course focus is on telehealth concepts and skills development with emphasis on historical aspects, priority areas, an introduction to policy, and equitable access to care. Evolving telehealth services including telemedicine, e-health, mobile health, and telemonitoring are introduced. This course aligns with the accreditation competencies set by health professions, population health and clinical practice programs, and telehealth best practices established by state and national agencies and experts in the field.

**IPHI 862. Developing Telehealth Programs. 3 Credits.**

Course focus is on telehealth concepts and skills development with emphasis on needs assessment frameworks, service delivery models, financial models, and process flows. Evaluation and quality improvement models are introduced and applied to aid in planning, training, and preparing staff and the patient for telehealth services. Policy and reimbursement guidelines will be used throughout to determine service types and plan for sustainability. This course aligns with the accreditation competencies set by health professions, population health and clinical practice programs, and telehealth best practices established by state and national agencies and experts in the field. Prerequisite: IPHI 861: Introduction to Telehealth Policy and Practice or consent of instructor.

**IPHI 863. Applications of Telehealth Methods and Models. 3 Credits.**

Course focus is on telehealth concepts and skills development with emphasis on best practices for building a telehealth program. Program improvement and sustainability concepts will be applied to address current service needs, adapt to future practice, and identify gaps to ensure equitable access to telehealth services. This course aligns with the accreditation competencies set by health professions, population health and clinical practice programs, and telehealth best practices established by state and national agencies and experts in the field. Prerequisite: IPHI 861-Introduction to Telehealth Policy & Practice and IPHI 862-Developing Telehealth Programs or consent of instructor.

**IPHI 957. Health Informatics, Human Factors, and Ergonomics as Applied to Patient Safety. 3 Credits.**

The use of information systems including medical devices is paramount in achieving patient safety. Students will attain an inclusive understanding of how human factors and ergonomic principles can be used to improve patient safety in the design, implementation, and evaluation of information systems and medical devices. Additionally, healthcare professionals will acquire skills to appropriately apply error reduction strategies developed in high reliability organizations. KU DNP students may count this course as 2 credit hours of lecture and 1 credit hour of practicum.

**IPHI 958. Knowledge Representation and Interoperability. 3 Credits.**

The need to exchange clinical information consistently between healthcare providers, care settings, researchers, and others requires syntactic and semantic interoperability. Requirements and approaches to meet interoperability will be explored. Standards for messaging, terminology, and knowledge representation will be investigated. KU DNP students may count this course as 2 credit hours of lecture and 1 credit hour of practicum.

**Nursing (Graduate) Courses****NRSG 700. Analysis of Variance for Nursing Research. 2 Credits.**

In this course, students will learn appropriate analytic approaches for experimental and quasi-experimental research designs. Basic statistical foundations such as distributional assumptions and hypothesis testing will be reviewed. Essential statistical concepts, including effect size,

power and sample size, and error rates will be discussed in the context of experimental designs. The core focus of the course will be a general linear model approach to analysis of variance (ANOVA) methods including one-way ANOVA, contrasts and post hoc tests, factorial designs, analysis of covariance (ANCOVA), and repeated measures ANOVA. Applications of methods for nursing and healthcare research will be examined. Prerequisite: Graduate level introductory statistics course or consent of instructor.

**NRSG 722. Scholarly Writing for the Health Professional. 3 Credits.**

Development of scholarly writing skills is emphasized to promote professional communication and to enhance professional image. Students enrolled in this interdisciplinary course analyze their own and others' writing to improve their written communications. Writing skills are practiced and developed by critiquing published articles, and by preparing written memorandums, letters, abstracts, and a manuscript. Legal and ethical issues related to the publication process are explored. Prerequisite: Admission to the graduate program, or consent of instructor.

**NRSG 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.

**NRSG 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.

**NRSG 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.

**NRSG 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: NRSG 801, 812, 813 or instructor consent.

**NRSG 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.

**NRSNG 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.

**NRSNG 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.

**NRSNG 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.

**NRSNG 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: NRSNG 755, or consent of instructor.

**NRSNG 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.

**NRSNG 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: NRSNG 754 Health Care Research or consent of instructor.

**NRSNG 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.

**NRSNG 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: NRSNG 812 Advanced Pathophysiology or consent of instructor.

**NRSNG 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.

**NRSNG 821. Clinical Dynamics and Interventions in Diabetology. 3 Credits.**

A complexity science framework is used to discuss current and innovative concepts and trends in the care of person with diabetes. The disease process of diabetes, preventive measures, complications, pharmacologic, technologic, lifestyle interventions and self-management techniques based on current evidence are presented and analyzed in relations to care of persons with diabetes across age groups and in different settings. Consideration is given the complexity of the co-morbidities that accompany diabetes as well as the special approaches to age appropriate treatment and cultural diversity factors that influence care. External barriers that contribute to decrease in quality outcomes are analyzed and innovative solutions are proposed. Prerequisite: NRSNG 801, NRSNG 813, or Consent of Instructor.

**NRSNG 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: NRSNG 880, or consent of instructor.

**NRSNG 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: NRSNG 754, NRSNG 755, NRSNG 809, NRSNG 880, NRSNG 885, IPHI 820, PRVM 830. Corequisites: NRSNG 828 or consent of instructor.

**NRSNG 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: NRSNG 827, or consent of instructor.

**NRSNG 829. Public Health Practicum. 3 Credits.**

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

**NRSNG 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: NRSNG 826 or consent of instructor.

**NRSNG 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: NRSNG 812 or Consent of Instructor.

**NRSNG 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: NRSNG 801, or consent of instructor.

**NRSNG 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: NRSNG 748, or consent of instructor.

**NRSNG 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: NRSNG 844 or equivalent; or consent of instructor.

**NRSNG 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: NRSNG 820 or consent of instructor.

**NRSNG 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: NRSNG 748, NRSNG 754, or consent of instructor.

**NRSNG 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: NRSNG 870, or consent of instructor.

**NRSNG 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: NRSNG 870, enrollment in a health-related graduate program, or Consent of Instructor.

**NRSNG 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: NRSNG 870, NRSNG 871, NRSNG 873, or consent of instructor.

**NRSNG 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.

**NRSNG 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: NRSNG 818, or NRSNG 868, or NRSNG 869, or NRSNG 849, or NRSNG 840, or consent of instructor.

**NRSNG 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: NRSNG 748, or consent of instructor. Prerequisite/Corequisite: NRSNG 755.

**NRSNG 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: NRSNG 880, HP&M 822, or Consent of Instructor.

**NRSNG 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: NRSNG 880, or consent of instructor.

**NRSNG 884. Topics in Organizational Leadership. 3 Credits.**

Investigation of current and futuristic issues and trends relevant to organizational leadership.

**NRSNG 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: NRSNG 754. Prerequisite/Corequisite: NRSNG 880 or Consent of Instructor.

**NRSNG 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: NRSNG: 808, 820, 826, 881, 882 or 883, 885, 891 & HP&M 822, or consent of instructor.

**NRSNG 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: NRSNG 755, NRSNG 801, NRSNG 812, NRSNG 813, NRSNG 870, and NRSNG 880 or consent of instructor.

**NRSNG 889. Grant Writing. 3 Credits.**



All aspects of preparing grant applications are covered. This includes writing an actual grant application containing all the usual elements of grants--budgets, biosketches, resources, and scientific text. In addition, different funding agencies, building research teams, the review process, responding to reviewers, and resubmitting grants will be covered.

Prerequisite: Appropriate research methods and statistics courses in student's current graduate program (at least 2 statistics courses, one including content of multiple regression), and permission of instructor. For students in the Outcomes Management and Research Concentration: prerequisites: HP&M 821 or PRVM 800. Same as ANAT 869 and HP&M 788.

**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 892. Independent Study in Nursing Practicum. 1-5 Credits.**

Intensive practicum in a specified area of interest with experiences selected according to aims that are mutually agreed upon by faculty and student. Prerequisite: None

**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 899. Thesis. 1-6 Credits.**

Prerequisite: NRSG 754, and one core track course.

**NRSG 901. Primary Care I: Adult-Gerontology Health. 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 health care needs of adults across the life span in multiple care settings. 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 develop skills in critical thinking, analysis and synthesis of data from a variety of sources, and use of evidence-based practice guidelines in diagnosing and managing health care needs. In addition to cultural & spiritual diversity, students learn how patient preferences in health care decision making are incorporated in a focus on person-centered care. Prerequisite: NRSG 801, NRSG 812, and NRSG 813.

**NRSG 902. Primary Care II: Adult-Gerontology Health. 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 health care needs of adults across the life span in multiple care settings. 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 develop skills in critical thinking, analysis and synthesis of data from a variety of sources, and use of evidence-based practice guidelines in diagnosing and managing health care needs. In addition to cultural & spiritual diversity, students learn how patient preferences in health care decision making are incorporated in a focus on person-centered care. Prerequisite: NRSG 901 or consent of instructor.

**NRSG 903. Primary Care Practicum I: Adult/Gerontology - 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 adult-gerontology primary

care nurse practitioner as a provider of direct health care services. The patient population of the adult-gerontology provider includes young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, old, and old-old adults). Within this role, the adult-gerontology primary care 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 adult-gerontology primary care nurse practitioner practice. Prerequisite: NRSNG 902, or Consent of Instructor.

**NRSNG 904. Primary Care Practicum II: Adult/Gerontology - 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 adult-gerontology primary care nurse practitioner as a provider of direct health care services. The patient population of the adult-gerontology provider includes young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, old, and old-old adults). Within this role, the adult-gerontology primary care 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 adult-gerontology primary care nurse practitioner practice. Prerequisite: NRSNG 903 or Consent of Instructor.

**NRSNG 905. Primary Care Practicum III: Adult/Gerontology - 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 adult-gerontology primary care nurse practitioner as a provider of direct health care services. The patient population of the adult-gerontology provider includes young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, old, and old-old adults). Within this role, the adult-gerontology primary care 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 adult-gerontology primary care nurse practitioner practice. Prerequisite: NRSNG 904 or Consent of Instructor.

**NRSNG 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: NRSNG 754 or Consent of Instructor.

**NRSNG 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: NRSNG 804, or consent of instructor.

**NRSNG 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: NRSNG: 808, 820, 880, 881, 882 or 883, 885, 891 & HP&M 822, or Consent of Instructor.

**NRSNG 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: NRSNG 801, NRSNG 812, and NRSNG 813.

**NRSNG 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: NRSNG 914 or consent of instructor.

**NRSNG 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: NRSB 915 or Consent of Instructor.

**NRSB 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: NRSB 916 or Consent of Instructor.

**NRSB 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: NRSB 917, or consent of instructor.

**NRSB 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: NRSB 829 or 833 or 856 or 886 (Practicum respective to specialty) and NRSB 941, or consent of instructor.

**NRSB 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.

**NRSB 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: NRSB 801, NRSB 809, NRSB 812, NRSB 813, NRSB 841, or Consent of Instructor.

**NRSB 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: NRSB 801, NRSB 809, NRSB 812, NRSB 813, NRSB 921, or consent of instructor.

**NRSB 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: NRSB 922, or Consent of Instructor. Corequisite: NRSB 924.

**NRSB 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: NRSB 922 or Consent of Instructor. Corequisite: NRSB 923.

**NRSB 925. Care of Women in The Antepartal Period Practicum. 2 Credits.**

This clinical practicum focuses on competencies for management of pregnant women in various health care environments. Health promotion and risk reduction in pregnant women are emphasized. Management experiences in the advanced practice role include antepartal risk-assessment, consultation, collaboration, and referral when medically necessary. Prerequisite: NRSB 841, NRSB 922 or Consent of Instructor. Corequisite: NRSB 926 or Consent of Instructor.

**NRSB 926. Primary Care of Women Across the Lifespan Practicum. 2 Credits.**

This practicum focuses on clinical competencies for the advanced practice nurse providing primary care and gynecologic management of women throughout the lifespan. Health promotion, complementary therapies, and evidence-based models of health care delivery are incorporated in the care of women. Clinical management experiences in the advanced practice role include but are not limited to: family planning, gynecologic health, and primary care for women from adolescence through menopause. Clinical experiences will include consultation,



collaboration, and/or referral when medically necessary. Prerequisite: NRSRG 841, NRSRG 921 or Consent of Instructor. Corequisite: NRSRG 925 or Consent of Instructor.

**NRSRG 927. Childbearing Family Practicum: Intrapartum, Postpartum, and Newborn. 3 Credits.**

Competencies for nurse-midwifery management according to national standards of practice for the care of healthy women during labor, birth, and postpartum are demonstrated; additionally, competencies for nurse-midwifery management according to national standards of practice for the care of newborns are demonstrated. The development of a skill base for intrapartum, postpartum, and newborn emergencies is addressed. Nurse-midwifery management practice provides experience in the role of care provider during normal labor, delivery, postpartum, and newborn periods. This care may include consultation, collaboration, and referral when medically necessary. Prerequisite: NRSRG 923, NRSRG 924. Completion of Intermediate or Advanced Fetal Heart Monitoring Course within past 3 years. Up-to-date Neonatal Resuscitation Program (NRP) certification.

**NRSRG 928. Nurse-Midwifery Integration Practicum. 4 Credits.**

The theoretical, clinical and role components of care as delivered by the advanced nurse-midwife student are implemented through an intensive supervised clinical practicum. Advanced professional clinical skills and evidence-based practice in the assessment, management and care of women and newborns are applied. Emphasis is on increased independence and decision-making embracing the function, scope and practice of nurse-midwifery practice. Prerequisite: NRSRG 925, NRSRG 926, NRSRG 927 or Consent of Instructor.

**NRSRG 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: NRSRG 748, NRSRG 754, NRSRG 755, NRSRG 801, NRSRG 809, NRSRG 812, NRSRG 813, NRSRG 844, NRSRG 850, or Consent of Instructor. Prerequisite/Corequisite: NRSRG 851.

**NRSRG 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 934. Foundations of Data Science. 3 Credits.**

The course is designed to provide students with foundational knowledge about data science and big data. Students will learn the skills to participate on and lead interprofessional teams analyzing health and other related data to build knowledge and apply findings to practice. Topics to be examined will include diverse types and sources of data, data management techniques, exploratory data analysis approaches, and data visualization. Prerequisite: Admission to the SON PhD program, Graduate level research course (NRSRG 754 or equivalent), or Consent of Instructor.

**NRSRG 935. Professionalism and Scholarship Workshop. 2 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. Students are introduced to methods for conducting and synthesizing literature that is essential to the doctoral level student. 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.

**NRSG 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.

**NRSG 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 on the science. A qualifying examination concludes the course. Prerequisite: Admission to PhD program and NRSG 935, 936, 937, 939, 946, 952, BIOS 730 and 740 or equivalent, or Consent of Instructor. Prerequisite/Corequisite: NRSG 877.

**NRSG 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. Prerequisite: NRSG 940, or consent of instructor.

**NRSG 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: NRSG 754 or consent of instructor.

**NRSG 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.

**NRSG 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; NRSNG 952; NRSNG 953.

**NRSNG 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.

**NRSNG 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: NRSNG 952 and NRSNG 953. For DNP students: NRSNG 804. For interprofessional students: doctoral level research methods or analysis course. Or consent of instructor. Pre or Corequisites: DNP students: NRSNG 948.

**NRSNG 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: NRSNG 921.

**NRSNG 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: NRSNG 919 and NRSNG 941, or consent of instructor.

**NRSNG 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.).

**NRSNG 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: NRSNG 924 or Consent of Instructor.

**NRSNG 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: NRSNG 926 or Consent of Instructor.

**NRSNG 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: NRSNG 967 or Consent of Instructor.

**NRSNG 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 980. Doctor of Nursing Practice Project. 1-6 Credits.**

The Doctor of Nursing Practice (DNP) project is an amalgamation of the student's field of inquiry in his/her doctoral course of study. As such, the DNP project requires that a practice-focused problem be identified and examined in depth. For most students the DNP project will include application of an evidence-based intervention suitable to their area of focus (e.g. organizational leadership, clinical practice, education, etc.) that involves the appropriate metric (or sets of metrics) evaluation, and dissemination of the project findings to a targeted audience. The DNP project must meet DNP Project guidelines for the DNP program. Prerequisite: NRS 911 and completion of 2 doctoral level specialty courses, 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: NRSG 911, NRSG 948, NRSG 954, or consent of instructor.

**NRSG 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: NRSG 981 or consent of instructor.

**NRSG 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: NRSG 982 or consent of instructor.

**NRSG 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: NRSG 801, NRSG 812, and NRSG 813, or Consent of Instructor.

**NRSG 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: NRSG 984 or Consent of Instructor.

**NRSG 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: NRSG 985 or Consent of Instructor.

**NRSG 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.

**NRSG 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.

**NRSG 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. 2 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.

## 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 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 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 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 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 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. 1-5 Credits.**

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

**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 conduction 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 conduction 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 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.