

Tan Chingfen Graduate School of Nursing Course Catalog

Course Listings

DEN 510 – Biomedical Science for Nurses

Credits: 6

Typically Offered: Fall

Biomedical Science for Nurses is a comprehensive course designed to provide nursing students with a foundation in pathophysiology and pharmacology essential for understanding the intricate interplay between anatomy, physiology, pathophysiology, and pharmacology. This course equips students with the knowledge and skills needed to identify factors influencing homeostasis, comprehend metabolic alterations at various levels, and establish a solid understanding of the principles guiding evidence-based, person-centered clinical practice.

N 526 – Health Assessment Across the Life Span

Credits: 3

Typically Offered: Fall

This course provides students with the basic skills to complete a comprehensive health assessment including the physical, psychological, and social aspects of health to support person-centered care. Integrated in this assessment is the collection and analysis of data essential in planning safe and effective patient care. The health assessment is necessary to provide diverse care of human experience across the lifespan in a holistic approach.

Lab Description: The students will prepare for clinical rotations by learning how to conduct a comprehensive patient assessment and apply theoretical knowledge in a realistic, supportive environment. Through simulated foundational, acute care, and community scenarios, they will collaborate with the healthcare team, conduct patient assessments, plan and implement care, and develop therapeutic communication skills with patients, families, and groups. This hands-on practice allows students to refine essential nursing skills with feedback

N 527 – Foundations of Nursing Practice

Credits: 6

Typically Offered: Fall

The purpose of this course is to introduce foundational principles of professional nursing knowledge and the nursing process. Emphasis will be placed on the core domains of person-centered care, interprofessional partnerships and quality & safety in healthcare. Opportunities to apply these domains and navigate the clinical environment will focus on healthy aging across the lifespan. Resources to foster personal growth and professional identity will also be explored.

Lab Description: The students will prepare for clinical rotations by learning to apply foundational nursing knowledge in a realistic, supportive environment. Through simulated foundational patient care scenarios, they will collaborate with the healthcare team, conduct patient assessments, plan and implement care, and develop therapeutic communication skills with patients, families, and groups. This hands-on practice allows students to refine essential nursing skills with feedback.

N 528 – Concepts in Prof Nursing Practice

Credits: 2

Typically Offered: Fall

This course introduces the core concepts that serve as the foundation of professional nursing practice. The course content focuses on the role of the professional nurse in addressing the healthcare needs of society through the lens of person, family, community/population and global health. Topics addressed include ethical/legal/regulatory implications, origin/development of nursing knowledge, theoretical development of nursing knowledge and evidence-based nursing practice. Emphasis will be placed on introducing the nurse's role as change agent and resilient leader in the complex healthcare system

N 529 – Informatics and Healthcare Technologies

Credits: 3

Typically Offered: Fall

This course provides an in-depth exploration of nursing informatics, emphasizing the integration of information and communication technologies in healthcare. Students will gain a comprehensive understanding of the principles of nursing informatics and learn to effectively utilize information and communication technologies to enhance patient care and healthcare outcomes. Learners will learn to manage and improve the delivery of safe, high-quality, and efficient healthcare services using informatics processes and technologies. This course will prepare the learner to apply the knowledge and skills necessary to leverage informatics in improving patient care and advancing the field of nursing

N 530 – Medical Surgical Nursing

Credits: 8

Typically Offered: Spring

The purpose of this course is to apply foundational principles of nursing knowledge in the care of the adult with medical-surgical conditions. Continued focus is placed the core domains of person-centered care, interprofessional partnerships and quality & safety in healthcare. The role of the professional nurse in healthcare will be further explored through self-reflective practices. This course includes clinical, lab, and classroom experiences.

Clinical Description: Student clinical experiences are in acute care settings working in collaboration with the healthcare team. Students will have an opportunity to conduct comprehensive patient assessments, plan and implement care, and develop skills in therapeutic communication with patients, families, and groups.

N 531 – Mental Health Nursing

Credits: 6

Typically Offered: Spring

This course focuses on the application of the standards of psychiatric mental health nursing in promoting health and caring for health care consumers (defined as individuals, groups, and populations) with alterations in mental health. The etiology, clinical manifestations, and approaches to treatment of major mental health alterations will be explored. Theories and principles underlying the provision of evidence-based person-centered care are addressed. Students analyze the influence of culture, perceptions and environment on behavior exhibited by individuals, families and groups related to mental health issues.

Clinical Description: Student clinical experiences are in acute care and community settings working in collaboration with the healthcare team. Students will have an opportunity to conduct comprehensive patient assessments, plan and implement care, and develop skills in therapeutic communication with patients, families, and groups

N 532 – Nursing Care of Women and Children

Credits: 8

Typically Offered: Summer

This course introduces the learner to the fundamental concepts underlying pediatric, perinatal and women's/gender-related health. Learners will develop the knowledge, skills and attitudes for providing competent evidence-based care to persons experiencing acute and chronic pediatric health conditions, normal or high-risk pregnancies, reproductive health transitions, or alterations in sexual/reproductive/gynecologic health.

Developmental, cultural, and psychosocial factors and current trends influencing wellness and illness across the lifespan are explored. Through a concepts-based approach, learners will develop a holistic understanding of the complex issues and challenges faced by persons experiencing pediatric, perinatal and women's/gender-related health concerns

Clinical experiences will focus on the development of critical thinking, clinical judgment, and communication skills in caring for children, families and persons receiving perinatal and sexual/reproductive/gynecologic health care. Interprofessional collaboration is emphasized for fostering safe and high-quality person-centered care.

N 533 – Pop Health Across the Lifespan

Credits: 6

Typically Offered: Summer

The purpose of this course is to integrate the principles of nursing knowledge in the management of population health needs. Emphasis is placed on using the nursing process as a framework. The course will integrate theoretical principles of population health with the concepts of social determinants of health, equity in healthcare access and ethical/health policy implications.

Clinical Description: Student clinical experiences are in acute care and community settings working in collaboration with the healthcare team. Students will have an opportunity to conduct comprehensive patient assessments, plan and implement care, and develop skills in therapeutic communication with patients, families, and groups.

N 534 – Evidence-Based Nursing Practice and Scholarship

Credits: 3

Typically Offered: Summer

This course provides an in-depth exploration of evidence-based practice (EBP) and scholarly inquiry in nursing. Learners will apply the principles of evidence-based practice in nursing and develop the skills necessary to critically appraise the literature and apply evidence to improve patient care and outcomes using Evidence Based Practice Model. EBP processes include defining the PICOT question, searching the literature, exploring research evidence, literature synthesis, and evaluating theoretical/conceptual frameworks. The course prepares learners to lead and participate in EBP projects, fostering a culture of inquiry and continuous improvement in healthcare settings,

N 535 – Emerging Nurse Leader

Credits: 3

Typically Offered: Fall

This course will examine the role of the professional nurse as a leader in the healthcare team. Leadership theories will be critiqued to identify best practices in fostering change in complex healthcare systems. Emphasis will be placed on the learner's personal and professional exploration of their role as a nurse leader.

N 536 – Transition to Nursing Practice

Credits: 5

Typically Offered: Fall

The purpose of this course is to foster the foundation of a sustainable professional identity in the clinical setting. A preceptor model is utilized to support the synthesis of clinical judgment and systems-based practice. Students will integrate the values, knowledge, and competencies of professional nursing into their practice as a provider of safe, competent, person-centered nursing care, and as members and leaders of the interprofessional health care team.

Clinical Description: Student clinical experiences are in acute care or community settings, working in collaboration with the healthcare team. The focus is on increasing the students' independence in conducting comprehensive patient assessments, and planning and implement care.

N 537 – Quality and Safety in Healthcare

Credits: 3

Typically Offered: Summer

This course highlights the interdependent relationship between quality and safety within healthcare. Evidence from the literature including key Institute of Medicine Reports, national safety and quality standards, and Quality and Safety Education for Nurses (QSEN) competencies will be reviewed as the foundation for professional nursing practice. Strategies and processes to promote change in healthcare will be emphasized. The role of the nurse as an advocate for a culture of safety will also be explored.

N 590H only – Human Physiology

Credits: 3

Typically Offered: Summer

This is a review course on basic principles of physiology that cover the functions of the human body with emphasis on the nervous, endocrine, muscular, cardiovascular, respiratory, digestive, renal and reproductive systems. The course will provide a broad view of the current knowledge on how the human body works. This course is intended for students in the fields of nursing and other allied health fields.

N 603A – Societal Forces

Credits: 3

Typically Offered: Fall

This course explores the dynamic issues and societal forces that require leadership for comprehensive assessment, program planning and evaluation in health care and advanced practice nursing. Among these issues are licensure, credentialing, legislative and regulatory processes, ethics, economics, politics, health policy, technological advancement and socio-cultural factors influencing advance practice nursing and health outcomes.

N 603B, B-1, B-2 – Interprofessional and Population Community Service-Learning Practicum and Seminar

Credits: 0.5

Typically Offered: Fall, Spring

This two semester course provides students an opportunity to apply interprofessional team work skills coupled with knowledge and experience with graduate nursing role development to population/community service-learning experiences to a medically underserved, vulnerable, and/or high risk population/community. Goals and objectives from Healthy People 2020 will provide a basis for student assessment, intervention and evaluation of a specific health promotion or disease prevention strategy or program in the community.

N 604H – Translating & Integrating Scholarship into Practice

Credits: 3

Typically Offered: Fall

This is a core course that prepares students to critically examine and seek evidence for practice, ethically translate current evidence and identify gaps in clinical knowledge. This course provides the students with a foundation in nursing research, theory, research ethics, and evidence-based practice approaches.

N 606 – Organizational & Systems Leadership

Credits: 3

Typically Offered: Spring

This course incorporates the use of ethical principles in critical decision-making processes across the organization. The learner will be prepared to incorporate business skills, knowledge of healthcare operations, and use of advanced communication skills to evaluate organizational dynamics, strategic planning, and performance.

Prerequisite: N605 or with Faculty Permission

N 607 – Health Care Economics & Finance

Credits: 3

Typically Offered: Spring

This course introduces the learner to the economic and financial factors affecting nursing care and healthcare operations. Principles of healthcare economics, third party reimbursement, financial budget and economic evaluation methods are reviewed. Students will explore the application of course material in their current roles. The course will prepare student learners with the knowledge to apply concepts to real-life scenarios.

N 608 – Innovation in Healthcare

Credits: 3

Typically Offered: Summer

This course engages the nurse learner's spirit of inquiry to create and sustain cultures of innovation in health care using evidence-informed decision-making and leadership skills in interprofessional environments. This course focuses on a team approach to redesign thinking to spark entrepreneurial actions to advance health, health care delivery, and nursing practice using technology, public policy, and communication. The learner will explore the influencing factors, challenges facing the development of the innovative designs, the implementation strategies, and the impact on health outcomes.

N 613H only – Adv Pathophysiology

Credits: 3

Typically Offered: Fall, Spring

The focus of this course is on the interrelation of human systems and the effect that illness in one body system has on the functions of the whole person. Concepts related to clinical physiology and research literature related to pathophysiology of various body systems are examined. Pertinent literature related to nursing interventions associated with improved physiological status is analyzed.

N 614 – Adv Pharmacotherapeutics

Credits: 3

Typically Offered: Spring

This course is designed to meet the needs of the advanced practice nurse prescriber in the primary and acute care setting, building upon previous and/or concurrent acquired knowledge from nursing, pathophysiology and other sciences. The development of clinical decision-making skills essential to safe and effective pharmacologic intervention is the focal point of the course.

N 615 – Advanced Health Assessment

Credits: 3

Typically Offered: Spring

This course further develops and integrates the advanced health assessment competencies in advanced nursing practice of interviewing, performing and documenting comprehensive and episodic health histories and physical examinations. Students will identify normal and abnormal findings, identify risk factors, incorporate appropriate health promotion and disease prevention strategies, formulate differential diagnoses and begin to utilize evidence-based practice plans of care for common acute and chronic illnesses. Critical thinking and clinical decision making is presented within the context of systems based presentations. The integration of all didactic and performance components including diagnostic reasoning and the scope of practice of advanced nursing practice roles are demonstrated through interactive discussions and group work.

N 617 – Applied Interprof Leader Exp I

Credits: 1

Typically Offered: Fall

This course is the first in a two-part series introducing the learner to the foundational principles of quality improvement within an interprofessional healthcare environment.

Through active engagement in collaborative team projects, learners will gain exposure to improvement science and the dynamics of interprofessional collaboration while developing the skills needed to lead quality and safety initiatives in complex healthcare systems.

Pre/Co-requisites:

N653, Nursing and Interprofessional Leadership or faculty permission

N 618 – Applied Interprof Lead Exp II

Credits: 1

Typically Offered: Spring

This course is the second in a two-course series and provides the nurse learner with hands-on experience applying quality improvement and interprofessional leadership principles. Learners will collaborate with professionals across the organization or agency to engage in team-based initiatives.

Pre/Co-requisites:

N653 Nursing and Interprofessional Leadership

Through active participation in the design, implementation, and evaluation of an interprofessional quality improvement project, learners will strengthen their understanding of healthcare systems, data-driven decision-making and the leadership skills required to foster sustainable change.

N 626 – Master of Science Adv Nurs Pro

Credits: 2

Typically Offered: Summer

This course is the first within a series of three courses to demonstrate knowledge integration through the development and completion of the MS-Advanced Nursing Master's Project. The course supports the learner in the beginning development of a nursing-led project proposal. Learners will collaborate with a faculty coach and a project sponsor to identify and refine an area of interest.

Prerequisite: Matriculation in the MS Program

N 627 – Mast of Sci Adv Nurs Proj Advi

Credits: 2

Typically Offered: Fall

This course is the second in a series of three for the development and implementation of the MS-Advanced Nursing project (MS-ANp). Learners work with a faculty coach and a project sponsor to develop an action plan appropriate to the nurse-led project goals. This course enables learner to integrate knowledge from the coursework, and practice experience to inform the development of the project that will influence the health and well-being of patients/families, populations, and care delivery. Pre-Req N626

N 628 – Mast of Sci Adv Proj.Adv. III

Credits: 2

Typically Offered: Spring

This course is the third within a series of three courses for the development and completion of the MS-Advanced Nursing Master's Project. Learners work with a nursing faculty coach and a project sponsor to support the last phases of the project

Prerequisites: N626, N627

N 643 – Advanced Practice Critical Care Nursing I

Credits: 3

Typically Offered: Summer

This course is the first of two advanced nursing science theoretical courses for the preparation of Adult-Gerontology Acute Care Nurse Practitioner to practice in an intensive care unit. The focus of this course is on the development and refinement of critical thinking skills and hands on skills necessary to master advanced concepts in critical care. Grounded in theory and evidence-based research, the course enhances the student's knowledge of diagnosis and management strategies needed to care for patients and families experiencing critical illnesses and life threatening injuries.

Prerequisite: Critical Care RN Experience (Permission of Instructor)

N 644 – Advanced Practice Critical Care Nursing II

Credits: 3

Typically Offered: Fall

This course focuses on the development and refinement of advanced critical thinking skills, and development of plans of care necessary to address the needs of special populations of critically ill adults-older adults**. Grounded in theory and evidence-based practice, the course enhances the student's mastery of advanced concepts, knowledge of the diagnostics and collaborative management strategies needed to provide high quality care for patients experiencing specific critical illnesses and life threatening injuries, and their families.

**Special populations include, but are not limited to patients experiencing: Cardiogenic shock, cardiac surgery, neuro-critical care issues, critical care pregnancy conditions, burns, exposure to toxins & poisons, and immuno-compromised patients, etc

N 653 – Nsg.&Interprof. Leadership HC

Credits: 3

Typically Offered: Fall

This course builds upon nursing leadership principles with the introduction of interprofessional practice principles and concepts. The course will explore the disciplinary knowledge of nursing and other disciplinary knowledge to leverage each discipline's focus to optimize an integrated and cohesive approach to health and health care delivery in clinical and non-clinical settings.

Prerequisites: Matriculation in the MS Program or with Faculty Permission.

N 654 – Nsg. Advocacy & Leadership

Credits: 3

Typically Offered: Fall

This course provides the knowledge and philosophical foundations to understand the structure of the United States health care system's impact on the health of the individual and the population. Students will examine the political and economic processes involved in the delivery of health care and will explore how nursing's leadership and advocacy is necessary to optimize health for the individual, families, community and society. Nursing's code of ethics within the context of a social justice framework is used to provide structure for analysis.

N 655 – Promoting Opt.Hlth Outcomes

Credits: 3

Typically Offered: Spring

This course provides an introduction to the theoretical and conceptual background of improvement science and systems theory required to develop skills in the design and analysis of health care delivery processes for optimal nursing and health care outcomes. Students will develop a proposal for an evidence-informed improvement project to strengthen understanding of improvement processes for use in future nursing practice and operations across health settings and organizations.

N 659A – Maternal & Child Health Part A

Credits: 2

Typically Offered: Fall

This course is the 1st part of a 2-part advanced nursing science course to prepare family nurse practitioners to care for the childbearing family including infants and children. This course focuses on the further development of clinical reasoning necessary in advanced nursing practice to provide high quality primary health care to the childbearing family including infants and children. This course prepares students to consider family theory and evidenced based practice which supports family centered care. The course enhances the student's knowledge of health promotion, disease prevention and management strategies of common acute and chronic conditions in childbearing individuals, infants, children, and their families.

N 659B – Maternal & Child Health Part B

Credits: 1

Typically Offered: Spring

This course is the 2nd part of a 2-part advanced nursing science course to prepare family nurse practitioners to care for the childbearing family including infants and children. This course focuses on the further development of clinical reasoning necessary in advanced nursing practice to provide high quality primary health care to the childbearing family

including infants and children. This course prepares students to apply family theory and evidenced based practice which supports family centered care as they prepare to enter practice. The course enhances the student's knowledge of health promotion, disease prevention and management strategies of common acute and chronic conditions in childbearing individuals, infants, children, and their families, to promote the FNP student's successful entry into practice.

N 670A, AH – Psy.MH Nsgl: Asses. & Diag.

Credits: 3

Typically Offered: Fall

This course serves as an introduction to the assessment, diagnosis and treatment of psychiatric illness across the lifespan. The etiology, course, and management of common psychiatric symptoms frequently encountered in primary and mental health care settings will be addressed. The student will access the most current clinical sources on assessment and diagnosis for psychiatric disorders using DSM-V diagnostic criteria, ICD coding, standardized guidelines and other mental health assessment tools. Confounding and supportive influences on mental health and illness will be analyzed including the availability of biopsychosocial resources and economic, legal/ethical, and policy related variables. Emphasis is placed on the assessment of common psychiatric conditions.

Permisson of instructor

N 670B, BH, BH-1, BH-2 – Psych/MH Practicum I

Credits: 2

Typically Offered: Fall

This course focuses on the health promotion, illness prevention, assessment and treatment of psychiatric-mental health issues across the lifespan. Students engage in comprehensive mental health assessments, clinical decision-making, and intervention strategies to facilitate health promotion and illness prevention, in persons from diverse backgrounds with acute and episodic psychosocial issues and mental health problems. In this clinical experience, students work with multidisciplinary teams in applying principles of evidence-based practice. Students participate in supervision with faculty and clinical preceptors to extend their skills in clinical reasoning to meet biopsychosocial, cultural, and spiritual needs of persons from diverse backgrounds.

Permission of Instructor

N 671H – Psychotherapeutic Intervent I

Credits: 1

Typically Offered: Fall, Summer

This course is designed to explore the major psychotherapeutic approaches to individual therapy and focuses on the legal and ethical issues and the therapeutic role of the advanced practice psychiatric mental health nurse in providing care to individuals with psychiatric disorders across the lifespan. Strategies for intervention will include development of therapeutic relationships, crisis intervention, motivational interviewing, recovery-oriented philosophies, trauma-informed care, SBIRT (Screening, Brief Intervention, and Referral to Treatment) CBT (cognitive-behavioral therapy), brief psychotherapy and use of complementary modalities for individuals. Emphasis will be placed on health promotion, illness prevention, crisis care and follow-up strategies among diverse populations for persons receiving advanced psychiatric and mental health nursing care.

N 672AH – Psych/MH Nursing II

Credits: 3

Typically Offered: Spring

This course focuses on advanced practice psychiatric-mental health nurses as direct providers of selected services for adults and older adults from diverse backgrounds with acute, episodic or chronic psychiatric-mental health conditions across a variety of settings. Selected concepts, theories, psychotherapeutic and pharmacologic strategies are examined. Utilization of evidence-based strategies to improve psychiatric-mental health care of adults and older adults is emphasized. Issues related to health care policies, legislation, and legal/ethical principles relative to the care of adults and older adults receiving psychiatric care are analyzed.

Permission of Instructor

N 672BH-1, BH-2 – Psych/MH Practicum II

Credits: Not specified

Typically Offered: Spring

This course builds on the psychiatric-mental health nursing practicum of the previous semester. Students continue to engage in comprehensive mental health assessments, clinical decision-making, and interventions to facilitate health promotion and illness prevention in adults and older adults with acute and episodic psychosocial issues and mental health conditions. Application and evaluation of concepts, theories, psychotherapeutic and pharmacologic strategies and evidence-based research findings are required. Development of critical decision-making skills and interdisciplinary collaboration is emphasized. Continued supervision with faculty and clinical preceptors will foster ongoing refinement of skills in assessment and treatment of psychiatric conditions in adults and older adults across a variety of settings.

Permission of instructor

N 673H – Clinical Psychopharmacology

Credits: 3

Typically Offered: Fall. Spring

This survey course aims to educate advanced practice nurses to the rudiments of safe and effective prescribing practices in the treatment of psychiatric conditions across the lifespan. The course utilizes a symptom management framework that integrates concepts from psychobiology with pathophysiology of the psychiatric diseases. Emphasis is placed on gaining a fundamental understanding of the hypothesized complement between the pathophysiological basis of the disease state and mechanism of action of drugs as a basis for rational selection of pharmacologic treatment. Current standards of practice and treatment algorithms are emphasized in helping the student develop a working knowledge of psychopharmacology for practice.

N 674AH – Psych/MH Nursing III

Credits: 3

Typically Offered: Summer

This course focuses on advanced practice psychiatric- mental health nurses as direct providers of selected services to children, adolescents and families from diverse backgrounds with acute, episodic, or chronic mental health conditions across a variety of settings. Selected concepts, theories, psychotherapeutic and pharmacologic strategies are examined. Utilization of evidenced based strategies to improve psychiatric- mental health care of children, adolescents, and families is emphasized. Issues related to health care policies, legislation, and legal/ethical principles relative to the care of children, adolescents, and families are analyzed.

Permission of instructor

N 674BH, BH-1, BH-2, BH-3 – Psych/MH Practicum III

Credits: 3

Typically Offered: Summer

Students continue to work with clinical faculty and clinical preceptors in the third practicum with children, adolescents and families across a variety of settings. Students engage in comprehensive mental health assessments, clinical decision making and interventions to facilitate health promotion and illness prevention in children, adolescents, and families with acute, episodic and chronic psychosocial issues and mental health problems. Application and evaluation of concepts, theories, psychotherapeutic and pharmacologic strategies and evidence-based research findings are required.

Development of critical decision-making skills and interdisciplinary collaboration is emphasized.

Permission of instructor

N 675H – Psychother. Interventions II

Credits: 2

Typically Offered: Spring

The course aims to refine skills in the area of appropriate selection of non-pharmacologic therapies appropriate to complex presentations of psychiatric conditions. The course focuses on the needs of persons across the lifespan presenting with acute, episodic and chronic psychiatric-mental health problems and explores the interrelationship between physical, psychosocial, spiritual and cultural dimensions of health and illness. Emphasis is placed on identifying appropriate non-pharmacological treatment strategies including group, couples or family therapy modalities.

Permission of instructor

N 691 – Cont Issues in Women's Health

Credits: 3

Typically Offered: Summer

This elective graduate nursing course provides the advanced-practice nursing student with a theoretical foundation to provide evidence-based care to women and will focus on a variety of issues specific to their health care. Specific health concerns of women across the lifespan and the effects of culture and environment on women's health will be analyzed. Gender-based health issues and disparities, and the role of the advanced practice nurse in dealing with these issues will be examined.

N 693 – Cont Issues in Women's Hlth II

Credits: 3

Typically Offered: Summer

The course focuses on developing expanded knowledge and refining critical-thinking skills of Advanced Practice Nurses (APNs) to address the needs of women experiencing gynecological health issues. Complex gynecological and sexual-reproductive health concerns of women across the lifespan will be analyzed with an emphasis on enhancing the role of the APN in assessment, diagnosis and treatment/management of these conditions and the promotion of patient coping and restorative strategies.

N 699 – Independent/Directed Study

Credits: Variable

Typically Offered: Fall, Spring, Summer

This course is open to graduate students. Plans for study must be submitted in advanced of registration on a form obtained from the Graduate School of Nursing. The student must meet with a faculty member to establish goals and objectives of the independent/directed study. Upon establishing the goals and objectives, the number of credits for the study will be determined. Students may take more than one independent study course, but no more than nine credits hours may be applied toward the degree.

N 701H – Teaching Strategies & Eval.Met

Credits: 3

Typically Offered: Fall, Spring

This course provides the student with an opportunity to analyze and apply a variety of classroom and clinical teaching strategies. Emphasis is placed on the alignment of instructional strategies with course objectives as well as the selection of evaluation methods to directly assess student learning.

Prerequisite: Permission of instructor

N 704H – Principles of Epidemiology

Credits: 3

Typically Offered: Fall (H spring)

This course will provide students with concrete skills to understand and critique the medical literature, an important component of evidence based medicine. Students will learn about the various types of epidemiology study designs including their potential strengths and weaknesses. Using these skills, students will evaluate articles from the medical literature in a small group setting and will also individually critique two articles from the medical literature. In addition, students will be introduced to the use of data in hospital quality improvement projects and the roles and functions of a department of public health.

N 705H – Trends Influencing DNP

Credits: 3

Typically Offered: Fall

This course explores the trends influencing the role of the DNP in hospitals and community-based settings. The student will develop strategies to address these challenges that are

grounded in evidence-based practice. The course enables graduates to serve as leaders in synthesizing clinical nursing knowledge and translating research findings into practice within complex health care settings and community-based organizations.

N 706H – Hlth.Policy Hlth. Care Profess

Credits: 3

Typically Offered: Fall

This course prepares students to understand health policy and the complexity of the US health care environment (systems, organizations, financing, delivery). The course will examine and critically analyze the health care system in the U.S. The current major issues and trends, which are the subject of intense public concern and government interest, will be examined. Theories of ethics, political philosophy and the social sciences will be discussed in relation to health policy. Health policy frameworks will be analyzed and applied to professional, economic, political and social health care issues. Leadership in evaluation, analysis and implementation of health policies, which affects patients, populations, and health care systems, will be emphasized.

N 707H, DE – Biomedical Informatics

Credits: 3

Typically Offered: Fall

This course offers an overview of the field of biomedical informatics. In this course, concepts from computer and information science are combined with current issues in research, training and clinical practice. The course will provide a broad overview of electronic health records, decision support systems, standards, security and confidentiality, evidence-based medicine, information retrieval, bioinformatics, public health informatics, imaging informatics, and consumer health informatics.

N 708H – Org Systems Hlth Care Finance

Credits: 3

Typically Offered: Summer

This course expands the students' understanding of system theory and healthcare finance/economics. Students will explore current global, technological, socioeconomic and organizational factors that impact the delivery of high quality health care. This course will expand upon expert clinical knowledge and enable students to engage with other interdisciplinary team members in developing and evaluating contemporary approaches to clinical practice within health care organizations.

N 709I, HI – DNP Project Proposal I

Credits: 1

Typically Offered: Spring

This course is a one credit course that supports the student in the beginning development of a proposal for the DNP scholarly project. It is carried out over two semesters prior to implementation of the scholarly project. Students work with DNP faculty mentors to identify and refine an area of interest. This course enables students to integrate knowledge from the bio-psycho-social and health sciences, DNP coursework, and clinical practice to inform proposal development of a scholarly project that will influence the health and well-being of patients and populations.

PREREQUISITES: N716, N727

N 709II, HII – DNP Project Proposal II

Credits: 1

Typically Offered: Summer

This one credit course supports the student in the development of a proposal methodology for the DNP scholarly project. This course culminates in the final DNP project proposal and presentation.

N 715H – Analytical Foundations of Prac

Credits: 2

Typically Offered: Summer

This course provides an overview on the logic and appropriate use of statistical techniques as well as enhancing data analysis and interpretation abilities through examples taken from practice and health care literature. The range of topics include most univariate parametric and nonparametric procedures with an emphasis on the knowledge of the specific technique, appropriate use, interpretation of results from statistical software (i.e., SPSS), and evaluation/interpretation of published research results using statistical procedures.

N 716H, DE – Evidence-Based Prac. & Scholar

Credits: 3

Typically Offered: Fall (de)Spring

This core course focuses on building a foundation for evidence-based practice (EBP) approaches that include identifying clinical questions, critical appraisal of the evidence in clinical decision-making, and translating evidence into practice. EBP processes include

defining the PICOT question, searching the literature, exploring research evidence, literature synthesis, and evaluating theoretical/conceptual frameworks.

PREREQUISITE: Matriculated Student

N 718H – Scholarly Writing

Credits: 1

Typically Offered: Fall, Spring

This course assists students in developing and refining scholarly writing skills consistent with the structure, format, and organization of APA style. Emphasis will be placed on grammar, synthesis, clarity and effective written communication.

PREREQUISITES: Matriculated Student

N 723H-1, DE – Qual Pat Safety in Hlth Care

Credits: 3

Typically Offered: Spring, Summer (DE)

The course prepares the advanced practice nurse with the DNP with the knowledge, theory and organizational science concepts necessary to design and evaluate performance improvement in health care organizations related to quality and safety.

N 727H – DNP Practice Inquiry Methods

Credits: 2

Typically Offered: Summer

This core course expands on evidence-based practice (EBP) approaches with a focus on analytical and performance science methods for translation into the practice environment. EBP practice implementation will explore methods such as quality improvement, clinical practice guidelines, program evaluation and health policy analysis. Key components will include method applications, ethical considerations, translational models, targeted interventions, data sources, measures/tools, data analysis, and dissemination in health care settings.

PREREQUISITES: N716

N 729 – Diag.Reasoning Complexities

Credits: 3

Typically Offered: Summer

This course will build on competencies from previous coursework by exploring common and acute health problems in older adults using evidenced based advanced health assessment and diagnostic reasoning strategies. A problem-oriented approach will be used with emphasis on the biological, psychological, social, and cultural aspects of gerontological care. Students will further develop critical thinking and problem-solving skills in relation to identifying common health conditions in older adults across the health care continuum.

PREREQUISITES: N615

N 730A – Adult Geron NP Theory I

Credits: 5

Typically Offered: Fall

This course is the first of three advanced practice nursing courses to prepare adult-gerontology primary care nurse practitioners to care for acute and complex chronic health problems in the community. The focus of this course is to further develop and refine health assessment skills and apply critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in theory and evidence-based practice, the course enhances the student's knowledge of health promotion and disease prevention and management strategies needed to care for the health and illness states for adolescent and adult through end of life.

N 730AH – Adult Geron NP Theory I

Credits: Variable

Typically Offered: Not specified

This course is the first of two advanced practice nursing courses to prepare adult-gerontology primary care nurse practitioners to care for acute and complex chronic health problems in the community. The focus of this course is to further develop and refine health assessment skills and apply critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in theory and evidence-based practice, the course enhances the student's knowledge of health promotion and disease prevention and management strategies needed to care for the health and illness states for adolescent and adult through end of life.

N 730B, BH – Adult Geron NP Practicum I

Credits: 3

Typically Offered: Fall

This is the first of three advanced practice nursing clinical courses to prepare adult-gerontology primary care nurse practitioners to care for acute and complex chronic health

problems in community settings. The focus is to develop and refine history taking, physical exam, clinical reasoning skills, and to formulate management plans to care for health and illness states for patients and their families. The course enhances the student's ability to apply theories, standards of care and evidence-based practice in the care of adolescents and adults through end of life to maintain health, identify and mitigate risk factors. The student implements the role of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction.

N 731A – Adult Geron NP Theory II

Credits: 5

Typically Offered: Spring

This is the second of three advanced practice nursing courses to prepare adult gerontology primary care nurse practitioners to care for acute and complex chronic health problems in the community. The focus of this course is to further develop and refine health assessment skills and apply critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in theory and evidence-based practice, the course further enhances the student's knowledge of health promotion and disease prevention and management strategies needed to care for the health and illness states for the adolescent and adult through end of life.

N 731B – Adult Geron NP Practicum II

Credits: 3

Typically Offered: Spring

This is the second of three advanced practice nursing courses to prepare adult-gerontology primary care nurse practitioners to care for adolescents and adults through the end of life with acute and complex chronic health problems in the community. The focus is on mastering clinical reasoning skills and formulating management plans needed to care for the health and illness states of adolescents and adults through end of life and their families. The course expands the student's ability to apply theories, standards of care and evidence-based practice in the care of the adolescent and adult to end of life patient and their families to maintain health and identify and mitigate risk factors. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction.

N 731C – Adult Geron NP Practicum III

Credits: 2

Typically Offered: Summer

This is the third of three advanced practice nursing courses to prepare adult-gerontology primary care nurse practitioners in the care of acute and complex chronic health conditions in the community. The focus of the course is to actualize the role of the adult-gerontology primary care nurse practitioner. Clinical experiences further refine and enhance diagnostic reasoning and formulation of complex management plans needed by the advanced practice nurse. The student operationalizes standards of care and evidence-based practice to provide direct care of health and illness states to adolescent and adult through end of life patient and their families. The student expands their capacity to manage additional and more complex patients with maximal independence.

N 731DH – Adv Nursing Science Theory III

Credits: 2

Typically Offered: Summer

This course is the third of three advanced nursing science theoretical courses for the preparation of the adult-gerontology acute care nurse practitioner and adult-gerontology primary care nurse practitioner and the fourth of four advanced nursing science theoretical courses for the preparation of the family nurse practitioner. The focus of this course is on the development and refinement of the critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in theory and evidence-based research, this course enhances the student's knowledge of health promotion, disease prevention, and management strategies needed to care for patients and families.

N 732A – Psyc Nur I Asses & Diag Lifesp

Credits: 5

Typically Offered: Fall

This course serves as an introduction to the assessment, diagnosis, and treatment of psychiatric illness across the lifespan. The etiology, course, and management of common psychiatric symptoms frequently encountered in primary and mental health care settings will be addressed. The student will access the most current clinical sources on assessment and diagnosis for psychiatric disorders using DSM-V diagnostic criteria, ICD coding, standardized guidelines and other mental health assessment tools. Confounding and supportive influences on mental health and illness will be analyzed including the availability of biopsychosocial resources and economic, legal/ethical, and policy related variables. Emphasis is placed on the assessment of common psychiatric conditions.

N 732B, B-1, B-2 – Psych/MH Nursing I: Practicum

Credits: 3

Typically Offered: Fall

This course focuses on the health promotion, illness prevention, assessment, and treatment of psychiatric-mental health issues across the lifespan. Students engage in comprehensive mental health assessments, clinical decision-making, and intervention strategies to facilitate health promotion and illness prevention, in persons from diverse backgrounds with acute and episodic psychosocial issues and mental health problems. In this clinical experience, students work with multidisciplinary teams in applying principles of evidence-based practice. Students participate in supervision with faculty and clinical preceptors to extend their skills in clinical reasoning to meet biopsychosocial, cultural, and spiritual needs of persons from diverse backgrounds.

N 733A – Psych Mental-Health Nursing II

Credits: 3

Typically Offered: Spring

This course focuses on advance practice psychiatric mental-health nurses as direct providers of selected services for adults and older adults with diverse backgrounds with acute, episodic, or chronic psychiatric-mental health conditions across a variety of settings. Selected concepts, theories, psychotherapeutic and pharmacologic strategies are examined. Utilization of evidence-based strategies to improve psychiatric mental-health care of adults and older adults is emphasized. Issues related to health care policies, legislations, and legal/ethical principles related to the care of adults and older adults receiving psychiatric care are analyzed.

Prerequisite: N671, N732A, N732B

N 733B, B-1, B-2 – Psych Mental-Health Nsg.PracII

Credits: 3

Typically Offered: Spring

This course focuses on advance practice psychiatric mental health nursing practicum of the previous semester. Students continue to engage in comprehensive mental health assessments, clinical decision-making, and interventions to facilitate health promotion and illness prevention in adults and older adults in acute and episodic psychosocial issues and mental health conditions. Application and evaluation of concepts, theories, psychotherapeutics and pharmacological strategies and evidence-based research findings are required. Development of critical decision- making skills and interdisciplinary collaboration is emphasized. Continued supervision with faculty and clinical preceptors will foster ongoing refinement of skills in assessment and treatment of psychiatric conditions in adults and older adults across a variety of settings.

Prerequisite: N671, N732A, N732B, N733A

N 734A – Psych Mental-Health Nsg.III

Credits: 3

Typically Offered: Summer

This course focuses on advance practice psychiatric mental health nurses as direct providers of selected services to children, adolescents, and families from diverse backgrounds with acute, episodic, or chronic mental health conditions across a variety of settings. Selected concepts, theories, psychotherapeutics and pharmacologic strategies are examined. Utilization of evidence-based strategies to improve psychiatric mental health care of children, adolescents, and families is emphasized. Issues related to health care policies, legislations, and legal/ethical principles relative to the care of children, adolescents, and families are analyzed.

Prerequisite: N671, N732A, N732B, N733A, N733B

N 734B, B-1, B-2 – Psych.Mental-Health Prac. III

Credits: 2

Typically Offered: Summer

Students continue to work with clinical faculty and clinical preceptors in the third practicum with children, adolescents, and families across a variety of settings. Students engage in comprehensive mental health assessments, clinical decision-making, and interventions to facilitate health promotion and illness prevention in children, adolescents, and families with acute, episodic, and chronic psychosocial issues and mental health problems. Application and evaluation of concepts, theories, psychotherapeutic and pharmacologic strategies and evidence-based research findings are required. Development of critical decision-making skills and interdisciplinary collaboration is emphasized.

Prerequisite: N671, N732A, N732B, N733A, N733b

N 734B – Psych.Mental-Health Prac. III

Credits: 2

Typically Offered: Not specified

Students continue to work with clinical faculty and clinical preceptors in the third practicum with children, adolescents, and families across a variety of settings. Students engage in comprehensive mental health assessments, clinical decision-making, and interventions to facilitate health promotion and illness prevention in children, adolescents, and families with acute, episodic, and chronic psychosocial issues and mental health problems. Application and evaluation of concepts, theories, psychotherapeutic and pharmacologic strategies and evidence-based research findings are required.

Development of critical decision-making skills and interdisciplinary collaboration is emphasized.

Prerequisite: N671, N732A, N732B, N733A, N733b

N 740A, AH – Adult Geron Acute Theory I

Credits: 5

Typically Offered: Fall

This course is the first of three advanced practice nursing courses to prepare adult-gerontology acute care nurse practitioners. The focus of this course is to further develop and refine health assessment skills and apply critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in evidence-based practice, the course enhances the student's knowledge of disease processes, diagnostic criteria, and management strategies needed to care for patients and their families experiencing acute and complex chronic health problems.

N 740B, BH – Adult Geron Acute Practicum I

Credits: 3

Typically Offered: Fall

This is the first of three advanced practice nursing clinical courses to prepare adult-gerontology acute care nurse practitioners. The focus is to develop and refine history taking, physical exam skills, diagnostic reasoning, and to formulate management plans needed by the advanced practice nurse. The course enhances the student's ability to apply theories, standards of care and evidence-based practice to care for adult-older adult patients and their families with acute and complex chronic health problems. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction.

N 741A, AH – Adult Geron Acute Theory II

Credits: 5

Typically Offered: Spring

This is the second of three advanced practice nursing courses to prepare adult-gerontology acute care nurse practitioners. The focus of this course is to further develop and refine critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in evidence-based practice, the course further enhances the student's knowledge of disease processes, diagnostic criteria, and management strategies needed to care for patients and their families experiencing acute and complex chronic health problems.

N 741B, BH – Adult Geron Acute Practicum II

Credits: 3

Typically Offered: Spring

This is the second of three advanced practice nursing courses to prepare adult-gerontology acute care nurse practitioners. The focus is on mastering clinical reasoning skills and formulating management plans to care for adult-older adult patients and their families experiencing acute and complex chronic health problems. The course expands the student's ability to apply theories, standards of care and evidence-based practice to the care of adult-older adult patients with acute and complex chronic health problems. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction.

N 741C – Adult Geron Acute Practicum III

Credits: 2

Typically Offered: Summer

This is the third of three advanced practice nursing courses to prepare adult-gerontology acute care nurse practitioners. The focus of the course is to actualize the role of the adult-gerontology acute care nurse practitioner. Clinical experiences further refine and enhance diagnostic reasoning and formulation of complex management plans needed by the advanced practice nurse. The student operationalizes standards of care and evidence-based practice to provide direct care to adult-older adult patients with acute and complex chronic health problems. The student expands their capacity to manage additional and more complex patients with maximal independence.

N 741DH – Adv Nursing Science Theory III

Credits: 2

Typically Offered: Summer

This course is the third of three advanced nursing science theoretical courses for the preparation of the adult-gerontology acute care nurse practitioner and adult-gerontology primary care nurse practitioner and the fourth of four advanced nursing science theoretical courses for the preparation of the family nurse practitioner. The focus of this course is on the development and refinement of the critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in theory and evidence-based research, this course enhances the student's knowledge of health promotion, disease prevention, and management strategies needed to care for patients and families.

N 760AH – Fam Nur Practitioner Theory I

Credits: 5

Typically Offered: Fall

This course is the first of four advanced practice nursing science courses to prepare family nurse practitioners to care for acute and complex chronic health problems in the community.

The focus of this course is to further develop and refine health assessment skills and apply critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in theory and evidence-based practice, the course enhances the student's knowledge of health promotion and disease prevention and management strategies to care for health and illness states for patients across the lifespan and their families.

N 760B – Fam Nur Practitioner Pract I

Credits: 3

Typically Offered: Fall

This course is the first of three advanced nursing science clinical courses to prepare family nurse practitioners to care for acute and complex chronic health problems in community settings. The focus is to develop and refine history taking, physical exam, clinical reasoning skills and to formulate management plans needed to care for the health and illness states of patients and their families. The course enhances the student's ability to apply theories, standards of care and evidence-based practice in the care of patients across the lifespan and their families to maintain health, identify and mitigate risk factors. The student implements the role of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction.

N 761A – Fam Nur Practitioner Theory II

Credits: 5

Typically Offered: Spring

This course is the second of three advanced practice nursing courses to prepare family nurse practitioners to care for acute and complex chronic health problems in the community. The focus of this course is to further develop and refine critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in evidence-based practice, the course further enhances the student's knowledge of health promotion and disease prevention and management strategies needed to care for the patients across the lifespan and their families in the community.

N 761B – Fam Nur Practitioner Pract II

Credits: 3

Typically Offered: Spring

This course is the second of three advanced practice nursing courses to prepare family nurse practitioners to care for patients across the lifespan with acute and complex chronic health problems in the community. The focus is on mastering clinical reasoning skills and formulating management plans needed to care for the health and illness states of patients across the lifespan and their families. The course expands the student's ability to apply theories, standards of care and evidence-based practice in the care of patients across the lifespan and their families to maintain health, identify and mitigate risk factors. The student implements the role of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction.

N 761C – Fam Nur Practitioner Pract III

Credits: 2

Typically Offered: Summer

This course is the third of three advanced practice nursing courses to prepare family nurse practitioners (FNPs) in the care of acute and complex chronic health conditions in the community. The focus of the course is to actualize the clinical role of the FNP through ongoing clinical immersion. Clinical experiences further refine and enhance diagnostic reasoning and formulation of complex management plans needed by the advanced practice nurse. The student operationalizes standards of care and evidence-based practice to provide direct care of health and illness states to patient's and families across the lifespan. During this course, the student expands their capacity to manage additional and more complex patients with maximal independence.

N 761DH – Adv Nursing Science Theory III

Credits: 2

Typically Offered: Summer

This course is the third of three advanced nursing science theoretical courses for the preparation of the adult-gerontology acute care nurse practitioner and adult-gerontology primary care nurse practitioner and the fourth of four advanced nursing science theoretical courses for the preparation of the family nurse practitioner. The focus of this course is on the development and refinement of the critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in theory and evidence-based research, this course enhances the student's knowledge of health promotion, disease prevention, and management strategies needed to care for patients and families.

N 768H – Executive Nursing Practice

Credits: 3

Typically Offered: Spring

This course provides a comprehensive overview for the experienced nurse executive on a variety of socially relevant and innovative strategies to ensure success in the 21st century health care environment. Emphasis will be placed on leveraging leadership science to inform nursing administration and leadership decision-making to maximize operational impact. DNP learners will draw upon their knowledge of Nursing Administration and Leadership Science (NALS) research to design and evaluate approaches to drive health care transformation.

Not specified 769H – Leadership for the Nurse Executive

Credits: 3

Typically Offered: Fall

Description not provided in source spreadsheet.

N 772H-1 – DNP Project Implementation

Credits: 2

Typically Offered: Fall

This course requires the development of a scholarly project for the preparation of advanced practice nurses with the practice doctorate. The focus is on the identification and implementation of a specific activity that uses evidence to improve patient-focused organizational outcomes. The scholarly project integrates knowledge from the DNP core and specialty courses, electives and clinical residency experience in the formulation of a capstone project that demonstrates advanced practice nursing leadership at the practice doctorate level.

N 773H – DNP Project Evaluation

Credits: 2

Typically Offered: Spring

This course requires the completion of a scholarly capstone project for the preparation of advanced practice nurses with the practice doctorate. The focus is on the completion of a specific activity that uses evidence to improve patient-focused organizational outcomes. This scholarly capstone project is derived from the DNP specialty courses and electives including clinical residency experiences. The scholarly

capstone project demonstrates the student's attainment of the program outcomes and provides evidence of the student's knowledge and expertise as an advanced practice nurse at the practice

doctorate level.

N 776H – Leadership for Advanced Nursing

Credits: 3

Typically Offered: Fall

This course will assist DNP learners to create a vision for themselves as leaders in healthcare. Course content will focus on the evaluation of theory models and concepts with emphasis on leadership and transformation for application in healthcare. Strategies to address organizational challenges and facilitate system-wide changes will be explored. Special emphasis is placed on the DNP student's professional development as a leader with an understanding of how they (as individual and as member of a healthcare team) will impact the health of specific patients/populations and the healthcare delivery system.

N 777AH, BH – DNP Practicum

Credits: 1

Typically Offered: Fall, Spring

The focus of this course is on a mentored experience for professional development and refinement of the leadership skills needed for advanced nursing practice. This course enhances the student's ability to apply theories, standards of practice, DNP essentials, and evidence-based research to the care of the increasingly complex patients to improve practice and health care delivery.

Permission of instructor

N 778 – Transition to Adv. Practice

Credits: 1

Typically Offered: Spring

This one credit course will focus on preparing the DNP student for transition into advanced practice. Content related to both professional role and advanced clinical decision-making will be presented in a variety of modalities including didactic, simulation, and case studies. Students will build on previous advanced practice course work and clinical experiences.

N 799Variable – Independent/Directed Study

Credits: Variable

Typically Offered: Not specified

This course is open to graduate students. Plans for study must be submitted in advanced of registration on a form obtained from the Graduate School of Nursing. The student must meet with a faculty member to establish goals and objectives of the independent/directed study. Upon establishing the goals and objectives, the number of credits for the study will be determined. Students may take more than one independent study course, but no more than nine credits hours may be applied toward the degree.

N 800 – History/Philosophy Nur Science

Credits: 3

Typically Offered: Fall

This course is designed to prepare students to systematically analyze epistemological, ontological, and metatheoretical perspectives in the philosophy of science, while also considering the implications for scientific inquiry, theory development, and knowledge development in nursing.

N 801 – Qualitative Research Methods

Credits: 3

Typically Offered: Fall

The focus of this course is on the use of qualitative research methods to build substantive knowledge to advance nursing science. Commonly used qualitative approaches from nursing and other fields will be presented. The philosophical underpinnings and specific data collection and analysis methods associated with each approach are identified, discussed, compared, contrasted, and analyzed. Experiential learning methods and techniques are utilized including observation, interviewing, trustworthiness, reflexivity and data analysis. The importance of dissemination is emphasized. Self- reflection on one's personal journey as a researcher is encouraged throughout the course.

N 802 – Quantitative Methods

Credits: 3

Typically Offered: Spring

The quality indicators for quantitative research designs will be highlighted with emphasis on the appropriateness of purpose, design, sampling methods, data collection, measurement, and data analysis. Threats to internal and external validity will be considered. Design, implementation, management, analysis, and dissemination of descriptive, experimental, quasi-experimental, and intervention research will be analyzed. Big data, data science and the future of quantitative nursing research will be explored.

N 803 – Theory

Credits: 3

Typically Offered: Spring

This course focuses on the critical analysis of theories, concepts, frameworks, and models for research. Emphasis is on analysis, including application of criteria for evaluating concepts in research and theory development.

N 804 – Survey/Measure in Hlth Research

Credits: 3

Typically Offered: Fall

This is an advanced graduate-level course that focuses on measurement theory and the processes of instrument evaluation, refinement, and development. This course will explore the use of quantitative and qualitative procedures to measure clinically important variables. In addition, there will be an emphasis on the interaction of conceptual, methodological, culturally and pragmatic considerations that are essential to understand when measuring variables among clinical populations.

N 808 – Critical Health Policy Issues

Credits: 3

Typically Offered: Spring

This course provides the student with advanced knowledge in health policy analysis and appraisal of critical health care issues essential to the role of nurse researcher, scholar, clinical leader and political alliance builder. Students will evaluate commonly used frameworks for policy analysis and apply knowledge gained to a range of prominent, contemporary health care issues. The student will appraise existing and proposed health policy within a social, political and economic context. The student will make policy recommendations based on evidence and a reasoned argument.

N 810 – Doctoral Practicum

Credits: 1

Typically Offered: Fall, Spring, Summer

This is an advanced graduate level course which provides students with a mentored practicum experience in at least one of the following key areas: research, education, policy, and/or scholarly writing. The practicum experience is highly individualized and designed to develop expertise in a selected area of PhD scholarship.

N 812H – Health Literacy Res.& Practice

Credits: 3

Typically Offered: Summer

This course focuses on examining and analyzing the concept of health literacy, with an emphasis on the relationship of health literacy to one's ability to manage and optimize their health. The association of health literacy to health disparities and health outcomes will be explored. Challenges in conducting health literacy research and challenges inherent in providing quality care to those with limited health literacy will be examined. Evidence based individual and organizational approaches to mitigate the effects of limited health literacy will be addressed.

N 813 – Grant and Proposal Writing

Credits: 3

Typically Offered: Spring

This course focuses on types of research reviews and the elements of research grant writing. Students will explore potential funding sources and different grant writing techniques. The components of a research grant proposal will be examined with a focus on the significance, innovation, approach, and human subject sections.

N 815H-1 – Statistical Analysis of Data

Credits: 3

Typically Offered: Fall, Spring

This course provides students with an introduction to inferential statistics. Particular emphasis is placed on practical application, rather than mathematical theory. Topics covered include t-tests, analysis of variance (ANOVA), analysis of covariance (ANCOVA), repeated measures ANOVA, correlational analysis and multiple regression.

N 820H – Essentials for Acad Hlth Edu

Credits: 3

Typically Offered: Summer

This course presents evidence based teaching theories, strategies and skills for individuals interested in the role of faculty in programs preparing students for health professions. Contemporary issues and approaches to educating students with diverse learning needs will be addressed from assessment of learning styles to evaluation of outcomes. Societal influences on the curriculum development process are highlighted along with strategies for enhancing academic career development.

N 823 – Stewarding the Discipline

Credits: 3

Typically Offered: Fall

Stewarding the discipline involves preserving, transforming and generating knowledge. Therefore, this course will delve into the key (a) historical issues in nursing, (b) programs of research in nursing science and (c) visions for disciplinary leadership. Identification of the uniqueness of nursing science will provide a basis for understanding nursing's core disciplinary knowledge and provide a framework for future knowledge development.

N 824 – Nursing Science Immersion

Credits: 3

Typically Offered: Spring

This course is designed to provide the beginning knowledge and skills required to develop a research trajectory in nursing science. Students will examine the current state of substantive knowledge in the discipline, the NINR strategic plan and nursing research priorities for the near future to highlight successful nursing research programs and promote consideration of next steps for nursing knowledge development. Students will begin to explore the literature to identify gaps of knowledge in a potential focus of inquiry for themselves.

N 825 – Resp. Conduct of Research

Credits: 1

Typically Offered: Spring

The purpose of this seminar is to review the ethical and regulatory factors involved in the responsible conduct of human subjects' research and dialogue about the application of these factors to the student's dissertation study. This seminar will provide research-focused doctoral students with a foundation in the responsible conduct of human subjects' research, the preparation of an IRB application and is designed to augment the one-to-one advising that each student receives from his/her dissertation advisor on these topics.

N 826 – Scientific Writing

Credits: 3

Typically Offered: Summer

This course focuses on scientific writing; the process and the elements. Guidance will focus on structure, style, presentation and discussion of data. Topics will incorporate principles of good writing, the format of a scientific manuscript, ethical responsibilities of authorship, issues in publication and peer review, and strategies for productive writing

N 827 – Teaching Practicum for Nur Ed

Credits: 3

Typically Offered: Spring

This practicum offers the student the opportunity to acquire hands-on experience in the role of academic nurse educator. The emphasis will be on the direct application of foundational theoretical content presented in the pre-requisite courses (N701 & N820). Learners will work with both course faculty and a preceptor to explore core competencies of the academic nurse educator. In addition to time spent in the practicum setting, students will participate in weekly online modules focusing on the reinforcement of theoretical knowledge and the practice of reflective teaching.

N 840 – Exp Learning in Nursing Ed

Credits: 3

Typically Offered: Spring

This course offers the student the opportunity to acquire hands-on experience in the role of academic nurse educator. It combines theoretical instruction (1 credit) with practical teaching experience (2 credits).

The emphasis will be on the direct application of foundational theoretical content presented in the pre-requisite courses (N701 & N820). Learners will work with both course faculty and a preceptor to explore core competencies of the academic nurse educator. In addition to direct experiences with students, learners will participate in weekly online modules focusing on the reinforcement of theoretical knowledge and the practice of reflective teaching.

N888 – Comprehensive Examination

Credits: 0

Typically Offered: Fall, Spring

The comprehensive examination is a requirement for completion of the PhD program. Students are asked to respond in writing to several questions related to knowledge development in nursing science (philosophical, theoretical and methodological issues).

N 890 – Advanced Statistics

Credits: 3

Typically Offered: Spring

This course builds on GN815 (Statistical Analysis of Data) to provide more in-depth instruction on practical applications of multivariate data analysis, focusing on statistical

issues and techniques that students are likely to encounter in their research. Topics covered include pre-analysis data screening, assessment of model fit for analysis of variance and covariance (ANOVA / ANCOVA) and linear regression, model selection techniques, multivariate analysis of variance (MANOVA), and logistic regression.

N 895 – Independent/Directed Study

Credits: Variable

Typically Offered: Fall, Spring, Summer

This course is open to doctoral students. The goal of the independent study is to complement the doctoral student's program of study in a way that helps him/her develop additional knowledge and/or skills that could not reasonably gained with a traditional course offering. Plans for study must be submitted in advance of registration on the Independent Study Advance Registration form obtained from the Graduate School of Nursing (attached). The student must meet with the faculty member of record to establish written goals, objectives and evaluation criteria for the independent study. Upon establishing the goals and objectives the number of credits for a particular independent study will be determined by the faculty member in consultation with the PhD Program Director. Students may take more than one independent study, but no more than nine credit hours may be applied toward the PhD degree.

N 898 – Dissertation Seminar

Credits: 1

Typically Offered: Fall, Spring

The purpose of this seminar is to assist students to sustain momentum in the completion of a written dissertation proposal. The seminar provides regular, organized opportunities for students to dialogue about their dissertation proposal in development, conduct peer reviews, and consider human subject issues related to their planned study. This seminar is designed to augment (not replace) the one-to-one advising that each student receives from their dissertation advisor.

N 899 – Dissertation Credits

Credits: Variable

Typically Offered: Fall N 900 – Continuing Registration

Credits: 0

Typically Offered: Fall, Spring, Summer

This is a continuation of N898 Dissertation Seminar with a purpose of guiding students through to completion of a written dissertation proposal. Students dialogue about their

dissertation proposal development, conduct peer reviews, and consider human subject issues related to their planned study.

N 901 – Dissertation Seminar Continuation

Credits: 0

Typically Offered: Fall

This is a continuation of N898 Dissertation Seminar with a purpose of guiding students through to completion of a written dissertation proposal. Students dialogue about their dissertation proposal development, conduct peer reviews, and consider human subject issues related to their planned study.