



**UMass Chan Medical School**  
**TAN CHINGFEN GRADUATE SCHOOL OF**  
**NURSING**  
**2022-2023 Catalog**

The University of Massachusetts Chan Medical School, comprising the T.H. Chan School of Medicine, the Morningstar Graduate School of Biomedical Sciences, and the Tan Chingfen Graduate School of Nursing, is firmly committed to an environment free of all forms of discrimination, harassment, intimidation, uncivil behavior or other acts of intolerance. UMass Chan Medical School does not discriminate based on race, color, religion, gender (including pregnancy, childbirth or related medical conditions), sexual orientation, age, national origin, ancestry, disability, covered veteran status or any other characteristics protected by law. UMass Chan Medical School is firmly committed to an environment free of all forms of discrimination, harassment, intimidation, uncivil behavior or other acts of intolerance.

The Diversity and Equal Opportunity Office (DEOO) is charged with oversight for the University's affirmative action and equal opportunity policies and for monitoring practices, procedures and programs designed to reach this goal. The DEOO works with all departments and services of the University to reasonably accommodate persons with disabilities or specific religious convictions if such accommodations do not present an unreasonable burden for either the institution or the program of study.

Persons with disabilities or impairments who need assistance to access the information in this catalogue should contact the DEOO at 508-856-2176; TDD: 508-856-6395.

This catalogue is intended to provide academic and nonacademic information about graduate study at UMass Chan Medical School to persons who work and study here, to persons who may be interested in applying for admission and to the public. UMass Chan Medical School is fully accredited by the Liaison Committee on Medical Education and the New England Association of Schools and Colleges. The Doctor of Nursing Practice (DNP) Programs of the GSN are accredited by the Commission on Collegiate Nursing Education (CCNE).

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## **MESSAGE FROM THE DEAN**

As the Dean of the Tan Chingfen Graduate School of Nursing at UMass Chan Medical School I am honored to join a distinguished faculty whose vision of creating a community of health, discovery and human dignity speaks to their response to the health needs of the community, the Commonwealth and beyond through innovative education, practice, public service and research.

The mission of the Tan Chingfen Graduate School of Nursing is to prepare nurses who embrace diversity and promote health equity to improve the quality of life and human health in the Commonwealth and beyond by leading and innovating in education, research, health care delivery and public service. This is accomplished through collaboration with the T.H. Chan School of Medicine and the Morningside Graduate School of Biomedical Sciences at UMass Chan Medical School; our clinical partner, UMass Memorial Health Care; and Commonwealth Medicine, the UMass Chan Medical School health care consulting division that offers health policy, research, financing, and service delivery to at-risk populations.

The Tan Chingfen Graduate School of Nursing is one of only three nursing schools in New England based at an academic health sciences center, sharing campus resources and facilities with its clinical partner and medical school, as well as the Office Graduate Medical Education (GME). Such proximity allows us to be at the forefront of interprofessional education.

In service to the Tan Chingfen Graduate School of Nursing,  
**Joan M. Vitello-Cicciu, PhD, RN, NEA-BC, FAHA, FAAN**

## **About the UMass Chan Medical School**

The UMass Chan Medical School was founded by proclamation of the governor and an act of the legislature to meet the health care needs of the residents of the commonwealth. Its mission is to advance the health and well-being of the people of the commonwealth and the world through pioneering education, research and health care delivery with its partner, UMass Memorial Health Care. UMW is one of five campuses that make up the University of Massachusetts. Other campuses are in Amherst, Boston, Dartmouth and Lowell.

A local, regional, and statewide health resource, UMW comprises the T.H. Chan School of Medicine, opened in 1970; the Morningside Graduate School of Biomedical Sciences, opened in 1979; and the Tan Chingfen Graduate School of Nursing, opened in 1986. UMass Chan Medical School also offers dynamic graduate medical education and continuing medical education programs.

Beyond fulfilling its core missions of health sciences education and public service, UMass Chan Medical School is home to a thriving biomedical research enterprise. With major funding from the \$1 billion Massachusetts Life Sciences Bill signed into law in 2008, research programs are central to the Massachusetts Life Sciences Initiative. Federal and private research grants and contracts reached over 240 million in fiscal year 2013. In 2006, professor Craig C. Mello, PhD, and his colleague Andrew Fire, PhD, of Stanford University, were awarded The Nobel Prize in Physiology or Medicine by the Nobel Assembly at Karolinska Institute for their discoveries related to RNA interference (RNAi). First published in the journal *Nature* in 1998, their research showed that a particular form of ribonucleic acid (RNA)—the cellular material responsible for the transmission of genetic information—can silence targeted genes. This RNAi process offers astounding potential for understanding and manipulating the cellular basis of human disease and for the development of new therapeutics for disease treatment and cure.

### ***Educational Mission***

When the UMass Chan Medical School opened in 1970, the singular educational objective was to provide high quality and accessible medical education to the residents of the Commonwealth of Massachusetts. Through the subsequent openings of the Morningside Graduate School of Biomedical Sciences and the Tan Chingfen Graduate School of Nursing, UMass Chan Medical School has broadened its educational reach to train highly qualified professionals to practice in all arenas of integrated health care and research.

The Tan Chingfen Graduate School of Nursing offers master's, post-master's, and doctoral degrees, preparing registered professional and advanced practice nurses within nurse practitioner and nurse educator tracks and for faculty, research and other nursing leadership positions. Sub-track professional and clinical education is also offered in selected areas. The basis for study includes theoretical foundations of professional and advanced practice nursing, research process and design, societal forces that influence nursing, advanced pathophysiology, pharmacology, health assessment, clinical decision making, track content and clinical education.

The Morningside Graduate School of Biomedical Sciences comprises two divisions—Basic & Biomedical Sciences and Clinical & Translational Sciences—and ten programs of study. The graduate programs train students in their selected track area and emphasize a broad background in the basic medical

sciences, in preparation for research with direct relevance to human disease. Graduates are equipped to collaborate with scientists and physicians involved in basic research and clinical observations and are prepared to initiate careers as educators in schools of the health professions or in the biotechnology industry.

Consistently ranked by U.S. News & World Report as one of the leading medical schools in the nation for primary care education, the T.H. Chan School of Medicine has a foremost responsibility to provide our students with an accessible, comprehensive and personally rewarding medical education of the highest quality, one that optimally prepares them to excel as tomorrow's physicians - caring, competent, productive and fulfilled in their chosen career serving a diversity of patients, communities and the health sciences. The school is committed to training in the full range of medical disciplines, with an emphasis on practice in the primary care specialties, in the public sector and in underserved areas of Massachusetts.

Our educational program has benefited in recent years from major investments in state-of-the-art educational technology and medical simulation, including the Albert Sherman Center, a 512,000 square foot research and education building opened in 2013. In addition to doubling the research space on campus, the Sherman Center serves as the home to the interprofessional Center for Experiential Learning and Simulation (iCELS), a 24,000-square-foot comprehensive, full-service simulation center.

The educational mission is further enhanced by 46 accredited residency and fellowship programs; cooperative degree programs with area colleges and universities; diverse community-based education programs across Massachusetts; outstanding achievements in basic and clinical research in the health sciences; and the Commonwealth Medicine division, dedicated to serving the state's broad community of health care and service agencies. As the commonwealth's only public medical school, UMass places an emphasis on partnerships with the community, creating opportunities for students to learn in and contribute to serving Massachusetts communities and the care of its vulnerable and underserved populations.

The mission of the Office of Ethics is to foster an environment in which all members of the UMass Chan Medical School community are encouraged to recognize the values embedded in human interactions and to develop the skills necessary to respond appropriately. Committed to providing high quality ethical consultation and educational programming, the office maintains a computerized collection of resources relevant to ethical issues in health care, which is available to all members of the UMass Chan Medical School community.

### ***Interprofessional Education***

Interprofessional Education (IPE) has been integrated into the Tan Chingfen Graduate School of Nursing and UMass Chan Medical School public service and educational mission. The World Health Organization Framework for Action recognizes the need for interprofessional education and collaborative practice to meet the demands for a paradigm shift in health care delivery from individuals to teams of providers in order to improve care for individuals and populations. The 2011 Core Competencies for Interprofessional Collaborative Practice are integrated along with determinants of health into educational curricula to promote a culture of team learning and team-based practice that is patient, family and population-centered across the full continuum of care. As an academic health

sciences center, the Tan Chingfen Graduate School of Nursing enjoys many collaborative opportunities for interprofessional teamwork to promote the national Healthy People 2030 goals and objectives with medically underserved, vulnerable and/or high-risk populations.

IPE experiences include interprofessional clerkships, population health community service learning practica, simulation scenarios, optional enrichment electives and clinical immersions in a variety of settings focused on health disparities and population-based needs. Practica, clerkships, and clinical sites include partnerships with the Massachusetts Department of Corrections, Massachusetts Department of Public Health, Edward Kennedy Community Health Center, Worcester Family Health Center, geriatric health centers, Worcester Department of Public Health, Worcester Public Schools, and the Worcester Senior Center. Other examples of interprofessional educational practica available to GSN students include the Geriatric Interest Group, Correctional Health Clerkship, Worcester's Community Immunity public immunization clinic, End-of-Life Care, Geriatrics Fall Prevention, Ghanaian Women's Health and Oral Health in Diverse Populations.

### ***Public Service Mission***

The faculty, students and staff of UMass Chan Medical School are committed to making an impact on the health and well-being of the people of the commonwealth and the world. Every day, in ways large and small, our institutional community is actively and passionately engaged in the communities we serve, undertaking numerous and varied outreach initiatives with partners in the academic, business and philanthropic fields. Collaborations include partnerships with the long-running Worcester Pipeline Collaborative and Regional Science Resource Center, both award-winning programs recognized as national models for K–12 science, technology, engineering and mathematics education outreach; and student-run, faculty-supervised free clinics that provide care for underserved and economically disadvantaged patients by working with schools, community groups and social service organizations, UMass Worcester's reach is extended into places where we can make a difference. And by creating and sustaining relationships with the social and cultural fabric of the region—and, indeed, much of the world—we provide both real-world help and role models for the next generation of nurses, doctors, researchers and leaders.

The Office of Global Health is the latest conduit to broaden UMass Chan Medical School reach. The office coordinates and optimizes current and future endeavors in global medicine to elevate it to a more visible, high-impact initiative; develop a network of international activities that can inspire UMW medical, nursing and basic science students as on- site teachers and practitioners; and enhance training of health care providers internationally. The Office of Global Health also works with the Office of Research to help coordinate specific clinical trials and epidemiological studies as opportunities arise.

### ***Commonwealth Medicine***

The Commonwealth Medicine division carries out UMass Chan Medical School public service mission by applying unparalleled skills and experience to raise the quality of health care programs. The division reaches beyond the traditional boundaries of academia to establish research initiatives, training programs and clinical services focusing on the public sector. This approach—instrumental in creating groundbreaking programs in health care reform, public sector financing, clinical training and policy research—has met with remarkable success.

Today, Commonwealth Medicine operates dozens of programs and centers, serving state and federal agencies and other health care organizations in 20 states and internationally, providing health care consulting, service delivery, policy and program development, and financing services and strategies. Its current efforts—and many successes—are the building blocks of the health care delivery model of the future. Examples of our service delivery programs include the Community Case Management program, which coordinates needed services for children disabled by complex, chronic medical problems. We also work with individuals with acquired brain injuries who live in nursing homes, but whose quality of life could be improved in home or community settings and create transition plans to help them move to a community setting. Facilitating educational opportunities for UMW students, Commonwealth Medicine was instrumental in launching the Graduate Entry Pathway in the Graduate School of Nursing. This program includes cooperative training opportunities that encourage public service. In addition, Commonwealth Medicine partnered with the Graduate School of Biomedical Sciences to develop the PhD program in Clinical & Population Health Research, one of the first in the nation to promote graduate study that fosters the analytic skills and methods necessary to conduct both health services and clinical research.

Currently, nursing students have a chance to learn more about Commonwealth Medicine's services through our Disability Evaluation Services program. This opportunity, available to some students through one of the primary care rotations, allows students to gain an overview of the disability process in Massachusetts. It provides an awareness of the federal and state criteria used for making disability determinations, as well as an overview of MassHealth, the Massachusetts Medicaid program, and the Massachusetts Department of Transitional Assistance.

**URL:** <https://commed.umassmed.edu/>

### ***Community Outreach***

The GSN is distinguished by its unwavering support of public service, as exemplified by the breadth and depth of voluntary service and community activism on the part of its students.

### **RESEARCH MISSION**

The research mission of UMass Chan Medical School is to promulgate scientific inquiries that produce groundbreaking discoveries in the basic and clinical sciences. Currently supporting more than 300 investigators, the growing UMW research enterprise has led to stimulating advances in the treatment of disease and injury, as UMW scientists undertake research to discover the causes of and cures for the most devastating diseases of our time.

Accomplished faculty members include a Nobel Prize winner; one Lasker Award recipient; three members of the National Academy of Sciences; a member of the Royal Society; six Howard Hughes Medical Institute Investigators; Banting Medal awardees; Pew and Keck scholars; MERIT awardees; a Fellow of the American Association for the Advancement of Science; cancer research award recipients; and many other winners of scientific accolades. Capitalizing on a collaborative environment, UMass Worcester research expertise lies in both basic and clinical areas, with concentrations in diabetes, molecular genetics, immunology, virology, HIV/AIDS, cancer, signal transduction, structural biology



(with attention to innovative drug design), bone cell biology, chemical biology, gene function and expression, neuroscience, imaging, and occupational and environmental health.

Research growth is reflected in increased funding levels. Extramural funding has more than doubled since FY '98 to more than \$240 million in FY '13.

Today, UMass Chan Medical School is proud to be at the forefront of the commonwealth's Life Sciences Initiative, having received funding in 2007 and 2008 to establish an Advanced Therapeutics Cluster (ATC) on campus. The ATC brings together an interdisciplinary group of research faculty and physician-scientists in three interconnected research clusters—neurodegenerative disease, RNA biology and gene therapy. RNA studies at UMW are conducted by world leaders in the field.

The ATC is housed in the Albert Sherman Center, a new research and education facility opened in 2013 that adds approximately 512,000 square feet to a campus that has grown exponentially over the past 10 years. The Albert Sherman Center doubles the campus's research capacity and follows on the heels of the Aaron Lazare Medical Research Building, an innovatively designed research facility that added 360,000 square feet of laboratory space to UMW when it opened in the fall of 2001.

The Tan Chingfen Graduate School of Nursing research mission is to provide students and faculty with a scholarship research cluster based on partnerships and collaboration. Our research focus is on individual and family health behaviors in chronic conditions, with faculty focusing on chronic disease management and support for individuals and families with HIV/AIDS and other infectious conditions, diabetes, cancer, cardiovascular disorders, community health disparities and workforce development for high quality health care. The Tan Chingfen Graduate School of Nursing Research Advisory Committee (RAC) is an innovative standing committee that was initiated to identify and provide faculty with opportunities to access the support they need to further develop their programs of research or scholarly projects that address individual, family and/or community needs. This support provides faculty with a dynamic environment in which to conduct research at the discovery/exploratory, descriptive, predictive and/or intervention level with the goal of improving clinical and/or community outcomes. This type of environment and scholarship is vital for educating and socializing our students in the research process and to support their future research and evidence-based practices. The RAC also interfaces with the UMass Center for Clinical and Translational Science in an effort to develop innovative interdisciplinary research teams that include nurse scientists and students and provides guidance and support to equip faculty and students with the tools and research-related resources needed to tackle research or projects dealing with complex health problems. As an intensive education- teaching environment, the GSN also explores education research opportunities with faculty to identify novel and innovative ways to teach graduate students and to evaluate new methods. All of these activities advance the scientific foundation for professional nursing practice through intra- and interprofessional research endeavors and the dissemination of such research.

## **SERVICES FOR STUDENTS**

The Tan Chingfen Graduate School of Nursing office and the UMass Chan Medical School Offices of Student Affairs, Diversity and Equal Opportunity, Financial Aid, Admissions, the Bursar and the Registrar are on the first floor of the main school building. The Lamar Soutter Library, student

laboratories and other student areas are open at night for students who wish to study or work in the building.

***Accommodations for Students under the Americans with Disabilities Act***

URL: <http://www.umassmed.edu/ada/>

***Appropriate Treatment of Students Policy***

URL: <https://www.umassmed.edu/studentaffairs/policies/appropriate-treatment-of-learners/>

***Diversity and Inclusion Office***

URL: <http://www.umassmed.edu/dio/>

***Center for Academic Achievement***

URL: <http://umassmed.edu/oea/Center-for-Academic-Achievement/>

***Interprofessional Center for Experiential Learning & Simulation (iCELS)***

URL: <http://www.umassmed.edu/icels/>

***Lamar Soutter Library***

URL: <http://library.umassmed.edu>

***Student Health Services***

URL: <https://www.umassmed.edu/link/8182b4f544c8406f8628ba998e742bc7.aspx>

***Office of Student Life at UMass Chan Medical School***

URL: <https://www.umassmed.edu/studentlife/>

For a full description of the Tan Chingfen Graduate School of Nursing (GSN) policies and procedures, refer to the ***GSN 2021-2022 Student Handbook*** under the tab, “Student Affairs.”

URL: <http://www.umassmed.edu/gsn/>

**UMASS MEMORIAL HEALTH CARE (UMMHC)**

UMass Memorial Health Care, Inc. is the clinical partner of the UMass Chan Medical School and the largest health care system in Central and Western Massachusetts. It is a not-for-profit, integrated system designed to provide all levels of health care from primary to quaternary. UMass Memorial Health Care delivers care through the UMass Memorial Medical Center and community hospitals (Clinton Hospital, HealthAlliance Hospital and Marlborough Hospital) with health care services further enhanced and augmented by community primary care practices, ambulatory outpatient clinics, home health agencies, hospice programs, rehabilitation and mental health services.

URL: <https://www.umassmemorialhealthcare.org>

**Graduate Entry Pathway (GEP) to Doctor of Nursing Practice (DNP)  
Admission Requirements and Application**

<https://www.umassmed.edu/gsn/academics/graduate-entry-pathway/admission-criteria/>

***The Graduate Entry Pathway (GEP)*** is for individuals with a bachelor's degree in a field other than nursing, leading to licensure as a registered nurse (RN). The first year of the GEP program includes pre-licensure courses. After GEP students receive their license as a registered nurse (RN), they matriculate into the Doctor of Nursing Practice (DNP) program to become nurse practitioners (NPs) and chose one of four tracts listed below.

**Adult Gerontology Primary Care Nurse Practitioner (NP) Track (AG-PCNP)**

*The Doctor of Nursing Practice (DNP) Adult-Gerontology Acute Care Nurse Practitioner track (AG-PCNP)* is designed to prepare graduates in advanced nursing practice leadership for careers in clinical practice for adult patients with diverse populations, organizational and systems leadership in health care systems, and clinical nursing education.

**Adult-Gerontology Acute Care Nurse Practitioner (NP) Track (AG-ACNP)**

*The Doctor of Nursing Practice (DNP) Adult-Gerontology Acute Care Nurse Practitioner track (AG-ACNP)* is designed to prepare graduates in advanced nursing practice leadership for careers in clinical practice for acute and critically adult patients with diverse populations, organizational and systems leadership in health care systems, and clinical nursing education.

**Family Nurse Practitioner Track (FNP)**

*The Doctor of Nursing Practice (DNP) Family Nurse Practitioner track (FNP)* is designed to prepare graduates in advanced nursing practice leadership for careers in clinical practice providing family-focused patient care with diverse populations, organizational and systems leadership in health care systems, and clinical nursing education.

**Psychiatric Mental-Health Nurse Practitioner (NP) Track**

*The Doctor of Nursing Practice (DNP) Psychiatric Mental-Health track* is designed to prepare graduates in advanced nursing practice leadership for careers in acute or chronic mental practice providing psychotherapy to those coping with psychosocial stressors and/or those with addiction issues.

| Curriculum for the Prelicensure Year (GEP Yr. 1 – 50 credits)               |     |  |     |                                    |     |
|---|-----|--|-----|------------------------------------|-----|
| Fall Semester Year One  |     | Spring Semester Year One   |     | Summer Session Year One            |     |
| N508 Pharmacology for Nursing I   | 2cr | N509 Pharmacology for Nursing II   | 1cr | N519A Nursing IV: Clinical         | 7cr |
| N511 Biomedical Sciences I  | 3cr | N512 Biomedical Sciences II  | 2cr | Capstone:                          |     |
| N513 Health Assessment and Skills I   | 3cr | N514 Health Assessment and Skills II   | 1cr | Internship                         | 2cr |
| N516A Nursing I: Care of Persons with Acute and Chronic Conditions          | 5cr | N517A Nursing II: Care of Persons with Acute and Chronic Conditions          | 5cr | N525 Concepts in Prof. Nursing III |     |
| N516B Nursing I: Clinical Care of Persons with Acute and Chronic Conditions | 5cr | N517B Nursing II: Clinical Care of Persons with Acute and Chronic Conditions | 3cr |                                    |     |
| N523 Concepts on Prof. Nursing I  | 2cr | N518A Nursing III: Care of the Childbearing and Child Rearing Family         | 5cr |                                    |     |
|   |     | N518B Nursing III: Child & Family Clinical                                   | 3cr |                                    |     |
|   |     | N524 Concepts in Prof. Nursing II  | 1cr |                                    |     |

## **Master's Program in Nursing and Interprofessional Leadership Admission Requirements and Application**

<https://www.umassmed.edu/gsn/academics/masters-program/>

The focus of the Master's of Science (MS) in Nursing and Interprofessional Leadership is on the development of the nurse to bridge the gap between disciplinary understanding, knowledge, and practice by leading within an interprofessional clinical and non-clinical environment. The program emphasizes nursing leadership through relationship building and inclusivity across stakeholders in creating a shared vision of health within communities, health care institutions and societal systems.

## **BSN to Doctor of Nursing Practice (DNP) Pathway Program Pre-Graduate Option (PGO) to Doctor of Nursing Practice (DNP) Program Admission Requirements and Application**

<https://www.umassmed.edu/gsn/academics/doctorate-of-nursing-practice/>

The **Pre-Graduate Option (PGO)** into the DNP program is designed for applicants who are registered nurses with an associate degree or diploma in nursing and a bachelor's degree or higher degree in a field other than nursing. This track offers alternative means of qualifying for admission to the GSN at UMass Worcester, based on transfer of academic courses and course enrollment. Although the Pre-Graduate Option does not grant a bachelor's degree in nursing, it can enable students who are nurses with other degrees to meet the criteria for admission into the Doctor of Nursing Practice program.

The **BSN to DNP Program** is designed to prepare advanced practice nurses with a practice-doctorate degree as a nurse practitioner.

The PGO to DNP and BSN to DNP Nurse Practitioner Program has four track options:

- Adult Gerontology Primary Care Nurse Practitioner Track (AG-PCNP)
- Adult-Gerontology Acute Care Nurse Practitioner Track (AG-ACNP)
- Family Nurse Practitioner Track (FNP)
- Psychiatric Mental Health NP Track

Refer to the GSN Website for Part-time and Full-time Plans of Study (Curriculum-at-a-Glance)

## **Post-Master's to Doctor of Nursing Practice (DNP) Program Admission Requirements and Application**

<https://www.umassmed.edu/gsn/academics/online-post-masters-to-dnp/>

The **Online Post Master's to DNP Program** is for individuals who hold a Master's degree in nursing and are certified as NPs, CNSs, CRNAs, or CNMs or hold a master's degree in nursing or a health-related field for nurse administrators. The Post Master's Doctor of Nursing Practice (DNP) program at the UMass Chan Medical School is to prepare nurse practitioner and nurse administrators graduates for advanced nursing practice leadership roles. The curriculum is designed to educate students to improve and transform health care through systems leadership, research translation, and advanced clinical knowledge.

Refer to the GSN Website for Part-time and Full-time Plans of Study (Curriculum-at-a-Glance)

## **Post-Graduate Certificate Admission Requirements and Application**

<https://www.umassmed.edu/gsn/academics/certificates/certificates/>

The Post-Graduate Certificate (PGC) option is designed for individuals who have previously acquired their master's degree in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Collegiate Commission on Nursing Education. The PGC has three NP options: (1) Masters prepared certified nurse practitioners who seek additional preparation in the population focus of Adult Gerontology Primary Care or Adult-Gerontology Acute Care; or Psychiatric Mental-Health NP.

## **PhD in Nursing Program Admission Requirements and Application**

<https://umassmed.edu/gsn/academics/phd-program/>

The focus of the University of Massachusetts Worcester Graduate School of Nursing PhD program is on the development and transformation of scholars who will lead the discipline of nursing. Students come to us with their own experiences, questions, knowledge, and skills. The goal of the program is to help students expand their horizons through seeking new phenomena, raising further questions for scientific inquiry, applying qualitative and quantitative research methods and fulfilling their professional responsibility to nursing and society. The program is influenced by the cognitive philosophy of Bernard Lonergan, a Canadian philosopher. The program focuses on the scholar as a human person with her/his own emerging questions who undertakes doctoral inquiry to answer those questions. The emerging scholar is engaged in a transformative process of wonder and discovery, self-reflection, critical thinking and genuine dialogue with other students and faculty.

The four (4) pathways to PhD in Nursing include:

1. **Graduate Entry Pathway to PhD**: Admits students with a bachelor's degree in another field to become registered nurses than complete the PhD in nursing for research career as nurse scientists.
2. **BS to PhD**: Admits students who are registered nurses with a bachelor's degree. The purpose of this option is to accelerate the research career of nurse scientists.
3. **Masters to PhD**: Admits students who are registered nurses with earned master's degrees; and non-nurses with a master's degree in a health-related field to receive a PhD in nursing.
4. **DNP to PhD**: Admits students with a DNP to complete the PhD in nursing.

Refer to the GSN Website for Part-time and Full-time Plans of Study (Curriculum-at-a-Glance)

## Program Concentrations (Optional)

<https://www.umassmed.edu/gsn/academics/doctorate-of-nursing-practice/specialties/>

GSN students are eligible to be enrolled in one of the optional concentrations. A concentration consists of 2 three-credit didactic courses and one clinical practicum(s). Students must take the coursework to be eligible for clinical course(s). The clinical practicum requirements per specialty are as follows. Due to limited clinical practicums available, a maximum number of students will be accepted into each clinical practicum. Prerequisites for the specialty: Permission of Instructor.

### Cancer Care

The Cancer Care specialty prepares nurses for advanced practice roles in cancer care and education within the adult-older adult patient population. The direct role components emphasize integrating theory, research and practice essential for the advanced practice oncology nurse. The program integrates the physiological and psychosocial components of cancer care.

#### Courses

|  |           |
|--|-----------|
| N685 Living with Chronic Conditions & Terminal Illness                 | 3 credits |
| N686 Advanced Practice Oncology Nursing                                | 3 credits |
| N686B Advanced Practice Oncology Nursing Practicum (90 clinical hours) | 1 credit  |

### Critical Care

The Critical Care specialty prepares critical care nurses for the advanced practice nursing role to manage critically ill patients. The specialty focuses on assessment, diagnosis, stabilization, disease management, and prevention of complications of adults and older adults experiencing life threatening diseases and injuries requiring critical care knowledge and skills. Enrollment in this specialty is available to students who have recent nursing experience caring for patients in critical care settings.

#### Courses

|   |           |
|---|-----------|
| N643 Advanced Practice Critical Care Nursing I                              | 3 credits |
| N644 Advanced Practice Critical Care Nursing II                             | 3 credits |
| N643B Advanced Practice Critical Care Nursing Practicum (90 clinical hours) | 1 credit  |

**Palliative Care**

The Palliative care concentration prepares nurses for advanced practice roles in palliative care and education within the adult-older adult patient population. The direct role components emphasize an integration of theory, research and practice essential for the advanced practice palliative care nurse. The program includes physiological and psychosocial components regarding palliative c

|  |           |
|--|-----------|
| N685 Living with Chronic Conditions and Terminal Illness                             | 3 credits |
| N632 Integrating Palliative Care Across the Continuum: An Interprofessional Approach | 3 credits |
| N632B Advanced Practice Nursing in Palliative Care Practicum                         | 1 credit  |

**Women's Health Care**

The Women's Health Care concentration prepares nurses for advanced practice roles in caring for vulnerable populations of women. The concentration focuses on providing safe, effective, and comprehensive sexual and reproductive health (SRH) to women across the lifespan.

|  |           |
|--|-----------|
| N691 Contemporary Issues in Women's health   | 3 credits |
| N693 Contemporary Issues in Women's Health II: Care of the Women with complex Gynecological Issues | 3 credits |

## **GSN COURSE DESCRIPTIONS**

### **Graduate Entry Pathway (GEP)** **Program**

#### **(Pre-Licensure Courses)**

##### ***N508 Pharmacology for Nursing I***

This is the first of two Pharmacology courses. The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illness and other conditions, and the promotion, maintenance and restoration of wellness in diverse individuals across the lifespan. Emphasis is on the principles of pharmacokinetics, pharmacodynamics and pharmacogenetics in the treatment of selected illnesses and conditions, including, but not limited to, cardiovascular, endocrine, respiratory, infectious, and renal conditions. The focus is on concepts of safe administration and monitoring the effects of pharmacotherapeutic agents. 2 credits

##### ***N509 Pharmacology for Nursing II***

This is the second of two Pharmacology courses. The purpose of this course is to continue examining pharmacotherapeutic agents used in the treatment of illness and other conditions, and the promotion, maintenance, and restoration of wellness in diverse individuals across the lifespan. Emphasis is on the principles of pharmacokinetics, pharmacodynamics and pharmacogenetics in the treatment of selected illnesses and conditions including, but not limited to, hematopoietic, neurological, and oncologic conditions. The focus is on concepts of safe administration and monitoring the effects of pharmacotherapeutic agents. 1 credit

##### ***N511 Biomedical Sciences I***

This is the first of two-course sequence providing a review of human physiology, pathophysiology, biochemistry and immunology essential for nursing practice. This course focuses on the changes in structure and/or function that occur at the cell, organ and system level due to disease, injury and disability. The course includes a discussion of basic concepts of disease processes, etiology, pathogenesis, diagnostic procedures, preventative measures, and some current therapeutic regimens. The course provides tools to understand the rationale in modalities of patient care, prevention measures, and treatment. 3 credits

##### ***N512 Biomedical Sciences II***

This is the second of two courses providing a review of human physiology, biochemistry, pathophysiology, and nutrition essential for nursing practice. This course focuses on the changes in structure and/or function that occur at the cell, organ and system level due to disease, injury and disability, and aging process. The pathogenesis, diagnostic procedures, preventative measures, nutritional interventions, and some current therapeutic regimens of selected disorders will be discussed. 2 credits

##### ***N513 Health Assessment and Skills I***

This laboratory course is the first of two that focus on the competencies of technical clinical skills and health assessment necessary to provide safe, quality, patient-centered professional nursing care. 3 credits.

##### ***N514 Health Assessment and Skills II***

This laboratory course is the second of two courses that focus on the competencies of technical clinical skills and health assessment necessary to provide safe, quality, patient-centered professional nursing care. 1 credit

##### ***N516A Nursing I: Care of Persons with Acute and Chronic Conditions***

This is the classroom component of NG516B. This course introduces students to the values, knowledge and competencies that are the foundation of safe, skilled, professional and patient-centered nursing care for adults with acute and chronic medical-surgical conditions. The classroom component focuses on the expected presentation, process, and outcomes of selected health conditions in the adult population. 5 credits

##### ***N516B Nursing I: Clinical Care of Persons with Acute and Chronic Conditions***

This is the clinical component of NG516A. Students will use critical thinking and effective communication skills to deliver safe, competent, professional and patient-centered nursing care to adults with acute and chronic medical-surgical conditions. Working with clinical faculty and other nursing colleagues, students will assess client needs and develop, implement, and evaluate a plan of nursing care to meet expected client-centered outcomes. 5 credits



**N517A Nursing II: Care of Persons with Acute and Chronic Conditions**

This course continues the introduction of core concepts of acute and chronic conditions. Emphasis will be on providing nursing care to individuals and families experiencing selected acute and chronic psychiatric and medical-surgical conditions. The impact of acute and chronic illness on adult developmental stages and transitions will be examined. 5 credits

**N517B Nursing II: Clinical Care of Persons with Acute and Chronic Conditions**

This course is the clinical component of NG517A and continues the focus of NG516B on the provision of client-centered nursing care to individuals and families in hospital- and community-based settings who are experiencing selected acute and chronic psychiatric and medical-surgical conditions. 3 credits

**N518A Nursing III: Care of the Childbearing and Child Rearing Family**

This is the classroom component of NG518B. The course presents the values, knowledge and competencies that are the foundation of safe, skilled, professional, and patient-centered nursing care of families experiencing normative childbearing and child rearing, and for children experiencing acute and chronic conditions. Emphasis is on all stages of pregnancy, and the experience of hospitalization and adaptation to chronic conditions for children. Life transitions related to childbearing and child rearing experiences will be analyzed. 5 credits

**N518B Nursing III: Clinical Care of the Childbearing and Child Rearing Family**

This course is the clinical component of NG518A. In this course, students will use critical thinking to make evidence-based clinical judgments for, and develop effective communication skills with, families experiencing normative childbearing and child rearing, and with children experiencing acute and chronic conditions. Working with nursing colleagues and other members of the interdisciplinary team, students will prioritize and provide nursing care in hospital settings. 3 credits

**N519A Nursing IV: Clinical Capstone: Clinical Internship**

This course focuses on the professional role of the nurse as a provider of care as part of the interprofessional health care team. Working one-on-one with a nurse preceptor approved by GSN nursing faculty, and with guidance from GSN nursing faculty, students integrate the values, knowledge and

competencies of professional nursing into their practice as a manager and provider of safe, competent, patient-centered nursing care, and as a nursing colleague and member of an interprofessional health care team. 7 credits

**N523 Concepts in Professional Nursing I**

The course introduces students to concepts that are the foundation of professional nursing practice. Course content includes role of the professional nurse in health care, health promotion and disease prevention, social determinants of health, legal/regulatory/ and ethical issues, critical thinking, culture and spirituality, principles of teaching and learning, and theories of the nurse-patient relationship. 2 credits

**N524 Concepts in Professional Nursing II: Care Continuum and Community Health**

This course introduces students to concepts that relate to nursing care delivered across the care continuum. Course content includes exploration of non-acute RN roles including care coordination, transitional care, community and home health, palliative and hospice care; discharge planning and case management; community-focused nursing process; access to care; vulnerable populations; family theory, and caregiver roles. 1 credit

**N525 Concepts in Professional Nursing III**

The focus of this course is leadership and management in nursing. This course introduces content including systems-based nursing practice, evidence-based practice, quality improvement, safety, teamwork and collaboration, informatics and technology, patient-centered care, leadership, and professionalism. 1 credit

## **Master of Science (MS) Courses**

### ***N604 Translating & Integrating Scholarship into Practice***

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 student with a foundation in nursing research, theory, research ethics, and evidence-based practice approaches. 3 credits

### ***N606 Organizational & Systems Leadership***

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. 3 credits

### ***N607: Health Care Economics & Finance***

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. 3 credits

### ***N608: Innovation in Healthcare***

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. The learner will focus on redesign thinking using a team approach to spark entrepreneurial actions to advance health, health care delivery, and nursing practice using technology, public policy and communication. 3 credits

### ***N617 Interprofessional Trainee Quality Council I***

This course is the first in a series of two courses that provides the learner with exposure to quality improvement principles and skills within an interprofessional team. The nurse learner will experience "in the field" interprofessional team dynamics within the context of completing a quality improvement project. 1 credit

### ***N618 Interprofessional Trainee Quality Council II***

This course is the second of two courses that provides the learner with exposure to a quality improvement project team. The nurse learner

will experience "in the field" implementation and evaluation of a quality improvement project. 1 credit

### ***N626 Advanced Nursing Master's Project Advisement I***

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.

### ***N627 Advanced Nursing Master's Project Advisement II***

This course is the second within a series of three courses for the development and implementation of the MS-Advanced Nursing Master's Project. Learner's work with a faculty coach and a project sponsor to develop an action plan appropriate to the nurse-led project goals.

### ***N628 Advanced Nursing Master's Project Advisement III***

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

### ***N653 Nursing & Interprofessional Leadership in Healthcare: Leading for Impact***

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.

### ***N654 Nursing Advocacy & Leadership to Optimize Health***

This course provides the knowledge and philosophical foundations to understand the structure of the US 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 social justice framework

is used to provide structure for analysis. 3 credits

***N655: Promoting Optimal Health Outcomes Through Improvement Science***

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 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. 3 credits

***N656: Advanced Health Assessment and Pharmacology for the AGRN***

This course builds on foundational health assessment and pharmacology content from the GEP year. Course content will be split over the semester and will consist of dedicated time for advanced health assessment (first seven weeks) and advanced pharmacology (remaining eight weeks). Students will further develop and integrate the advanced health assessment competencies of interviewing, performing and documenting comprehensive and episodic health histories and physical examinations. Students will also apply knowledge of clinical pharmacokinetics and pharmacodynamics of select medications to the management of common health conditions occurring in children, adolescents, adults, and older adults. Emphasis will be on the exploration of cultural, financial, legal, and ethical factors that influence pharmacologic therapy in individuals across the lifespan. 3 credits

**Doctor of Nursing Practice (DNP)**

**Core Courses**

***N603A Societal Forces Influencing Graduate Nursing Education, Practice, Research and the National Strategies to Improve the Health of Populations***

This course explores the dynamic issues and societal forces contributing to evolution and development of current and future expectations for graduate nursing education, practice, and research. The course examines the impact of these forces on health care outcomes, requiring leadership for comprehensive assessment, program planning, and evaluation in the delivery of health care. Regulation of and the authority for graduate nursing practice (licensure, scope of practice, accreditation, certification, credentialing, and education) coupled with the issues of advocacy, health disparities, health care economics and financing, health literacy, health policy, technological advancement, medical ethics, and the socio-cultural factors influencing the health behaviors and health outcomes of the population we serve are integrated throughout the course. This course brings to life the Department of Health Framework to understand factors impacting access, quality, cost, patient-centered care and ultimately health and health outcomes. 3 credits

***N603B.1 and N603B.2 Interprofessional and Population Health Community-Service Learning Seminar and Practicum***

This two-semester course [N603B.1 and N603B.2] provides students with an opportunity to apply interprofessional teamwork skills coupled with knowledge and experience with graduate nursing role development to population health/community service-learning experiences in a medically underserved, vulnerable and/or high-risk population/community. Goals and objectives from Healthy People 2020-2030 provide a basis for student assessment, intervention and evaluation of a specific health promotion or disease prevention strategy or program in the community. 0.5 credit in fall and spring – for a total of 1 credit

***N603C Interprofessional Population Health Clerkship: Caring for Populations within their Communities - Practicum and Seminar***

This two-week population health immersion introduces small teams of medical and graduate nursing students to the application of public health concepts to populations/communities as a unit of care. Student groups will work with academic and community faculty of a variety of disciplines to assess populations and communities as units of care to identify available and needed resources for the

population of focus and advocate for at-risk populations to improve health outcomes. 1 credit

### ***N613 Advanced Pathophysiology***

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. 3 credits

### ***N614 Advanced Pharmacotherapeutics***

This course emphasizes the pharmacological knowledge required by the advanced practice nurse to safely treat patients with common acute and chronic health problems. Students apply knowledge of clinical pharmacokinetics and pharmacodynamics of select medications to the management of common health conditions occurring in pre-and post-natal women, children, adolescents, adults, and older adults. Ethical and legal aspects of advanced nursing practice prescribing will be fully addressed. This course will provide the basis for safely and effectively incorporating drug therapy to optimize health outcomes. 3 credits.

### ***N615 Advanced Health Assessment***

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 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 case studies and the comprehensive analysis of patient data and plan formulation. The integration of all didactic and performance components including diagnostic reasoning and the scope of practice of advanced nursing practice roles are demonstrated through successful role playing, group work, and case study analysis. 3 credits

### ***N704 Principles of Epidemiology***

This course will provide students with concrete skills to understand and critique the medical literature. Students will learn about the various types of epidemiology study designs including their potential

strengths and limitations. Using these skills, students will critique articles from the medical literature. Students will also work in groups to develop an epidemiology study design to address a clinical hypothesis. 3 credits

### ***N706 Health Policy for Health Care Professionals***

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. 3 credits

### ***N705 Trends Influencing the Doctor of Nursing Practice***

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. 3 credits

### ***N707 Biomedical Informatics***

This introductory course will expose students to the field of biomedical informatics. Focus will be in relevant data, systems and tools to build preliminary understanding of usages in healthcare and research. This course will prepare the learner to leverage technology and tools to catalyze clinical and translational research, clinical transformation, and advance clinical practice. 3 credits

### ***N708 Organizational Systems and Health Care Financing***

This course expands the students' understanding of system theory and healthcare finances/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. 3 credits

#### ***N709A DNP Project Proposal I***

Exploration of topics and population foci will be examined to facilitate student identification and refinement of an area of interest for future DNP project. Review of the literature will be used to support the value of addressing chosen topic and delineate the formulation of a purpose statement. 1 credit

#### ***N709B DNP Project Proposal II***

A critical review of proposed DNP project responsiveness to current or anticipated health needs of a population and potential benefits will be undertaken. Elements of a feasibility analysis will be discussed. Use of a theoretical model/framework to provide structure and support to the development and implementation of a project will be discussed. 1 credit

#### ***N709C DNP Project Proposal III***

Examination of DNP project deliverables and approach strategies/models to achieve desired outcomes will be discussed. Review of human subjects and ethical considerations of DNP project with discussion of applicable federal regulations impacting the protection of human subjects and IRB review will be emphasized. 1 credit

#### ***N715 Analytical Foundations of Practice Inquiry***

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 specific techniques, appropriate use, interpretation of results from statistical software (i.e., SPSS), and evaluation/interpretation of published research results using statistical procedures. 3 credits

#### ***N716 Evidence-Based Practice & Scholarly Inquiry***

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. 3 credits

#### ***N717 Health Care Quality & Informatics***

This introductory course will expose learners to science improvement concepts and the use of informatics necessary to design and to evaluate improvement in health care organizations. The focus will be on organizational improvement science and the use of data, systems, and tools to augment healthcare improvement processes and its translation from research. This course will prepare the learner to lead and design health care improvement while leveraging technology and tools to catalyze the advancement of nursing practice and health care delivery. 3 credits

#### ***N718 Scholarly Writing***

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. 1 credit

#### ***N727 DNP Practice Inquiry Methods***

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. 2 credits

#### ***N728 DNP Practice Immersion***

This one credit course provides an intensive experience (e.g., simulation, OSCE, clinical practicum) for NP students in the last year of study in the DNP program. The focus of this course is on the continued development and refinement of independent practice competencies needed for advanced practice as defined by NONPF. This course enhances the student's ability to assess, diagnose, and treat patients within the student's population focus and builds on previous didactic and clinical coursework. 1 credit

#### ***N729 Diagnostic Reasoning Complexities Associated with Care of the Older Adult***

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. 3 credits

## **Doctor of Nursing Practice (DNP) Population Foci**

### ***N670 Psychiatric Mental Health Nursing I: Assessment & Diagnosis Across the Lifespan***

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. 3 credits

### ***N670B Psychiatric Mental Health Nursing Practicum (Psych/MH Practicum I)***

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. 2 credits

### ***N671 Psychotherapeutic Interventions I: Individual Therapy***

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 complimentary 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. 1 credit

### ***N672A Psychiatric Mental Health Nursing II: Care of Adults, Older Adults and Consultation (Psych/MH Nursing II)***

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. 3 credits

### ***N672B Psychiatric Mental Health Nursing Practicum II (Psych/MH Practicum II)***

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. 2 credits

***N673 Clinical Psychopharmacology***

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 compliment 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. 3 credits

***N674A Psychiatric Mental-Health Nursing III: Care of Children, Adolescents, and Families (Psych/MH Nursing III)***

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. 3 credits

***N674B Psychiatric Mental-Health Nursing Practicum III: Care of Children, Adolescents, and Families (Psych/MH Practicum III)***

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. 2 credits

***N675 Psychotherapeutic Interventions II: Individual, Group, Couples, and Family Therapy (Psychotherapeutic Interventions II)***

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. 2 credits

***N730A Advanced Nursing Science: Adult-Gerontology Primary Care Nurse Practitioner Theory I***

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. 6 credits

***N730B Advanced Nursing Science: Adult-Gerontology Primary Care Nurse Practitioner Clinical Practicum I***

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. 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. 3 credits

***N730C Advanced Nursing Science: Adult-Gerontology Primary Care Nurse Practitioner Health Promotion & Disease Prevention Seminar***

This is a seminar course that runs over two semesters to support the advanced nursing science courses to prepare adult-gerontology primary care nurse practitioners. The course focus is on health promotion, disease prevention utilizing primary, secondary and tertiary prevention strategies necessary for the advanced practice nurse to care for adolescents and adults through end of life and their families. 1 credit

***N731A Advanced Nursing Science: Adult-Gerontology Primary Care Nurse Practitioner Theory II***

This is the second of two advanced practice nursing courses to prepare adult-gerontology primary care nurse practitioners in the care of 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 health and illness states for the adolescent and adult through end of life. 6 credits

***N731B Advanced Nursing Science: Adult-Gerontology Primary Care Nurse Practitioner Clinical Practicum II***

This is the second of three advanced practice nursing courses to prepare adult-gerontology primary care nurse practitioners in the care of 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 adolescent and adult through end of life and their families. The course expands the student's ability to apply theories, standards of care and evidence-based practice to the care the health and illness states 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. 3 credits

***N731C Advanced Nursing Science: Adult-Gerontology Primary Care Nurse Practitioner Clinical Practicum III***

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 problems. 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. 1 credit

***N740A Advanced Nursing Science: Adult-Gerontology Acute Care Nurse Practitioner Theory I***

This course is the first of two 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. 6 credits

***N740B Advanced Nursing Science: Adult-Gerontology Acute Care Nurse Practitioner Clinical Practicum I***

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. 3 credits



***N740C Adult-Gerontology Acute Care Nurse Practitioner Health Promotion & Disease***

This is a seminar course that runs over two semesters to support the advanced nursing science courses to prepare adult-gerontology acute care nurse practitioners. The course focus is on health promotion, disease prevention utilizing primary, secondary, tertiary and quaternary prevention strategies necessary for the advanced practice nurse to care for acutely ill patients with complex health problems. .5 credit

***N741A Advanced Nursing Science: Adult-Gerontology Acute Care Nurse Practitioner Theory II***

This is the second of two 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. 6 credits

***N741B Advanced Nursing Science: Adult-Gerontology Acute Care Nurse Practitioner Clinical Practicum II***

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. 3 credits

***N741C Advanced Nursing Science: Adult-Gerontology Acute Care Nurse Practitioner Clinical Practicum III***

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. 1 credit

***N659 Advanced Nursing Science: Maternal & Child Care for the FNP***

This course is the first of three of three advanced nursing science courses to prepare family nurse practitioners to care for individuals and their families across the life span. This course focuses on further development of clinical reasoning necessary in advanced nursing practice to provide high quality primary health care to pregnant women, infants, children, and adolescents. This course teaches students to consider and apply 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 pregnant women, infants, children, adolescents, and families. 4 credits

***N760A Advanced Nursing Science: Family Nurse Practitioner Theory I***

This course is the second of three advanced 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, disease prevention, and management strategies to care for health and illness states for patients across the lifespan and their families. 6 credits

***N760B Family Nurse Practitioner Clinical Practicum I***

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 the community. 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. 3 credits

***N760C Advanced Nursing Science: Family Nurse Practitioner Health Promotion & Disease Prevention Seminar***

This is a seminar course that runs over two semesters to support the advanced nursing science courses to prepare family nurse practitioners. The course focus is on health promotion, disease prevention utilizing primary, secondary and tertiary prevention strategies necessary for the advanced practice nurse to care for patients across the lifespan and their families. 1 credit

***N769 Leadership for the Nurse Executive***

The focus of this course will be on leadership role refinement and enhancement of competencies needed for the preparation of the executive nurse leader with the practice doctorate. Cultivating self-knowledge through assessment, reflection, executive coaching and application in practice of leadership and organizational theories will be emphasized. DNP learners will draw upon their knowledge of theory models and concepts with an emphasis on leadership to design and evaluate innovative approaches to healthcare care delivery and future care delivery roles that will impact patient and organizational outcomes. 3 credits

***N772 DNP Project Implementation***

This course required the implementation of a scholarly project for the preparation of advanced practice nurse with the practice doctorate. The focus of this course 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 and/or indirect role experience in the formulation of a project that demonstrates advanced practice nursing at the practice doctorate level. DNP scholarly project implementation in this course requires 60 indirect practice role hours. 2 credits

***N773 DNP Project Evaluation***

This course required the completion of a scholarly project for the preparation of advanced practice

nurse with the practice doctorate. The focus of this course is on the completion of a scholarly project that uses evidence to improve patient focused organizational outcomes. This scholarly project is derived from the DNP core, specialty courses, and electives including clinical and/or indirect role experiences. The scholarly project demonstrates the students' 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. DNP scholarly project evaluation in this course requires 60 indirect practice role hours. 2 credits

***N776 Leadership for Advanced Nursing***

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. 3 credits.

***N777 DNP Practicum***

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. 2 credits (runs over two semesters).

***N778 Transition to Advanced Practice***

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.

***N799 Independent/Directed Study***

This course is open to DNP students. The goal of independent study is to complement the DNP student's program in a way that helps him/her develop additional knowledge and skills as an

advanced practice nurse with a practice doctorate. Plans for study must be submitted in advance of registration on the Independent Study Advance Registration form obtained from the Graduate School of Nursing. 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 will be determined by the faculty member in consultation with the DNP program director. The student may take more than one independent study, but no more than six credit hours may be applied toward the DNP degree. 1 to 6 credits, by arrangement with the faculty

### **Nurse Educator Courses**

#### ***N625B Advanced Nursing Science: Academic Teaching Practicum for Nurse Educators (270 Practicum hours)***

This practicum offers the student the opportunity to enact the role of the academic nurse educator and begin to synthesize leadership concepts into the academic environment. The prerequisite courses provide a theoretical foundation for the application and synthesis activities that characterize clinical learning and leadership in a practice profession. Philosophical and experiential issues specific to clinical and classroom instruction and leadership in nursing education are emphasized in seminar discussions. 3 credits

#### ***N701 Teaching Strategies and Evaluation Methods for the Academic Health Educator***

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. 3 credits

#### ***N820 Essentials for Academic Health Educators***

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. 3 credits

### **Elective Courses**

#### ***N590 Human Physiology***

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 and is intended for students in the fields of nursing and other allied health fields. 3 credits

#### ***N610 Registered Nurse First Assist: Theoretical Foundations***

This course is designed to provide the student with foundational knowledge of the pre, intra, and post-operative process. Emphasis will be placed on the development of advanced knowledge involving principles of anatomy and physiology as well as the safe care of the patient in the peri-operative area. A focus on the role of the registered nurse first assist will provide the basis for maximizing patient outcomes. This course is based on the guidelines set forth by the Association of Peri-Operative Registered Nurses. 3 credits

#### ***N611 Registered Nurse First Assist: Practicum***

This course is designed to apply theoretical foundations of the pre, intra, and post-operative environment from N610 to the clinical setting. A minimum number of 270 of preceptor monitored direct patient clinical hours are required. Emphasis on developing advanced psychomotor skills such as tissue handling, suturing, and hemostasis in relation to the surgical patient. 3 credits

#### ***N632 Integrating Palliative Care Across the Continuum: An Interprofessional Approach***

This course, grounded in theory and based on the DNP essentials, will explore the domains of palliative care interventions to improve care for patients and families with serious life threatening or terminal illness. The participants will be prepared with the basic knowledge to integrate palliative care in their role as DNP/APRN. 3 credits

#### ***N632B Advanced Practice Nursing in Palliative Care Practicum***

This course is the clinical component for the preparation of the advanced practice palliative care nurse practitioner. The focus is on the development and refinement of the clinical appraisal and diagnostic skills needed for advanced practice nurses caring for patients with serious life

threatening and terminal disease in a variety of healthcare settings. Palliative care in acute and chronic care will be emphasized. During a 90-hr practicum, the student will implement the role activities of the advanced practice palliative care nurse demonstrating critical thinking, carrying out therapeutic interventions, clear communication, and professional role interaction. 1 credit (90 hours)

### ***N638 Foundations of Critical Care Nursing***

This course prepares registered nurses with classroom, laboratory and simulation education and training to care for critically ill adult/older adult patients and their families. The content is designed to augment knowledge from undergraduate nursing programs to allow safe delivery of competent, professional and patient centered nursing care. The course expands knowledge and skills for nurses to recognize and manage life threatening illnesses, injuries, medical sequelae, and goals of care in critically ill adult-older adult patients and position the patient and their families for optimal outcomes.

### ***N643 Advanced Practice Critical Care Nursing I***

The focus of this course is to prepare the Adult-Gerontology Acute Care Nurse Practitioner student to provide care for critically ill patients. The focus of this course is on the development and refinement of advanced critical thinking skills necessary to master advanced concepts in critical care. Grounded in theory and evidence-based practice, the course enhances the student's knowledge of diagnostic and collaborative management strategies needed to provide high quality care for adult/older adult patients with common life-threatening illnesses and injuries and their families. 3 credits.

### ***N643B Advanced Practice Critical Care Nursing Practicum***

This course is the clinical practicum of the critical care specialty to prepare nurse practitioner students to specialize in the care of critically ill patients. The focus is on refining assessment, diagnosis and treatment plans needed by the advanced practice nurse to provide care to critically ill adult patients. The student will integrate evidence-based practice into holistic care plans, developed within the interprofessional team, to provide direct care to critically ill adults/older adults and their families under the guidance of a qualified preceptor. 1 credit.

### ***N644 Advanced Practice Critical Care Nursing II***

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 immune-compromised patients, etc. 3 credits

### ***N685 Living with Chronic Conditions and Terminal Illness***

This course will explore the physical, psychological, social, ethical, spiritual, and existential issues raised by the prospect of long-term, disabling, life-shortening conditions and illnesses as well as death and bereavement. It will prepare the participants with the necessary understanding and skills to develop supportive advanced practice nursing care for pediatric, adult, and geriatric populations across settings. 3 credits

### ***N686 Advanced Practice Oncology Nursing***

This course will focus on cancer care knowledge, decision making and practices for advanced practice nurses caring for cancer patients in ambulatory, hospital and community settings. The course will examine cancer epidemiology, prevention, detection, treatment and professional practice. 3 credits

### ***N686B Advanced Practice Nursing in Oncology Practicum***

This course is the clinical component for the preparation of the advanced practice oncology nurse practitioner. The focus is on the development and refinement of the clinical appraisal and diagnostic skills needed for advanced practice nurses caring for patients with cancer in a variety of healthcare settings cancer detection, treatment, and survivorship in acute and chronic care will be emphasized. During a 90-hour practicum, the student will implement the role activities of the advanced practice oncology nurse demonstrating critical thinking, carrying out therapeutic interventions, clear communication and professional role interaction. 1 credit

### ***N691 Contemporary Issues in Women's Health***

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 concerns of women across the lifespan and the effects of culture and environment on women's health are analyzed. Gender-based health issues and disparities and the role of the advanced practice nurse in dealing with these issues are examined. 3 credits

***N693 Contemporary Issues for Women's Health II: Care of the Women with Complex Gynecological Issues***

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. 3 credits

***N694 Perspectives in Global Health***

This graduate level course prepares students in population health priorities from a global perspective. This course will provide an overview of international frameworks and interdisciplinary literature to expand understanding of social, political, economic, cultural and environmental issues that affect global health. The aspects of health equity and cultural humility will frame experiences of students' development to improve practice in health care delivery.

***N699 Independent/Directed Study***

This course is open to all graduate students. Plans for study must be submitted in advance 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 outlining the independent/directed study; the number of credits given for the study will then be determined. The student may take more than one independent study course, but no more than nine credit hours may be applied toward the degree. 1-3 credits  
Prerequisite: Permission of instructor and contractual agreement of course objectives and outcomes.

***N812 Health Literacy in Research and Practice***

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. 3 credits

***N814 Genomics for Clinical Practice & Research***

This course provides the foundation to use genetics and genomic concepts in advanced practice and clinical research. The principles of human and molecular genetics including variations, patterns of inheritance and multifactorial inheritance will be discussed. Gene action and expression, cytogenetics, the Human Genome Project, genetics terminology and basic principles of laboratory methods used in genetics and genomics will be examined. The evolving principles of epigenetics, nutrigenomics, and pharmacogenomics in patient care and research will be explored with attention given to the associated ethical, legal and social implications. Inherited and acquired health conditions will be used to illustrate the impact of genetics and genomics on nursing practice and on opportunities for research. 3 credits

***N819 Advanced Qualitative Research Methods and Analysis***

This course builds on prior course work in qualitative methods and places specific emphasis on interviewing skills, participant observations, data management, and data analysis. The process for intricately managing and iteratively analyzing qualitative data to allow descriptive and useful emergent latent or manifest findings that are congruent with the study purpose and aims will be discussed. Special attention will be paid to re-representing data findings including oral and written presentation of qualitative findings as well as ethical considerations. There will be opportunities to have hands-on practice in conducting data management and analysis with differentiation among several qualitative approaches. 3 credits

## **PhD Courses**

***N800 History and Philosophy of Nursing Science***

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. 3 credits

### ***N801 Qualitative Research Methods***

The focus of this course is on the use of qualitative research methods to build substantive knowledge to advance nursing science and human health. Selected traditional and emerging qualitative research designs from nursing and other fields will be presented. The philosophical underpinnings and specific data collection and analysis methods associated with each design are identified, discussed, compared, contrasted, and analyzed. Experiential learning methods and techniques are utilized including observation, interviewing and data analysis. The importance of dissemination is emphasized. Self-reflection on one's personal journey as a researcher is encouraged throughout the course. 3 credits

### ***N802 Advanced Quantitative Research Methods***

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. 3 credits.

### ***N803 Theory***

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. 3 credits

### ***N804/CTS724 Survey Methods and Measurement in Health Research***

This course focuses on survey methods, measurement theory and the process of instrument evaluation, refinement, and development. There will be an emphasis on the interaction of conceptual, methodological, cultural, pragmatic considerations that are essential to understand when measuring variables among clinical populations. Topics include survey design, scale development, item construction, psychometric evaluation of scales, data collection procedures and sampling strategies. 3 credits

### ***N808 Critical Health Policy Issues***

This seminar 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. Specifically, the student 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. 3 credits

### ***N810 Doctoral Practicum***

This is an advanced graduate level course which provides students with a mentored practicum experience in at least one of three key areas: research, education, and/or scholarly writing. The practicum experience is highly individualized and designed to develop expertise in a selected area of PhD scholarship. 1 credit

### ***N813 Research Review and Grant Writing***

This course focuses on the science of research reviews and the elements of research grant writing. The critical elements of a research grant proposal will be explored with a focus on the significance, innovation, approach, and human subject considerations sections. 2 credits

### ***N815 Statistical Analysis of Data***

This course provides the student with an introduction to inferential statistics. Emphasis is placed on practical application, rather than mathematical theory. Topics include t-tests, analysis of variance (ANOVA), analysis of covariance (ANCOVA), repeated measures ANOVA and mixed ANOVA, multivariate analysis of variance (MANOVA), correlations and scatter plots and regression analyses. 3 credits

### ***N823 Stewarding the Discipline***

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.

### ***N824 Nursing Science Immersion***

The purpose of this course is to provide *accelerated* research-focused doctoral students with a mentored experience investigating a concentrated area in

nursing science. This course is highly individualized and designed to help the student develop competency in a selected area of nursing science.

#### ***N825 Responsible Conduct of Research***

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.

#### ***N826 Scientific Writing***

The students in this course will focus on the writing process. Instructions for writing correctly and with appropriate style in addition to detailing how to structure a paper and present data will be emphasized. Using practical examples and exercises this course will teach students to become more effective scientific writers. Topics will include but are not limited to 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

#### ***N888 Comprehensive Exam***

#### ***N890 Advanced Statistics***

This course builds on N815 (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, repeated measures ANOVA and hierarchical linear models, logistic regression, sample size and power determination, and (time permitting) survival analysis and methods for handling missing data. 3 credits

#### ***N895 Independent/Directed Study***

#### ***N897 Dissertation Seminar II***

The purpose of dissertation seminar II is to assist students to advance their dissertation topic. This will be done by working with students to refine their research questions, identify appropriate theories to guide their area of inquiry, valuing the peer review

process and working to synthesize the literature. The seminar provides organized opportunities for students to dialogue about dissertation ideas, theories, and work in development with peers and faculty. This seminar is designed to augment one-to-one advising that each student received from his/her dissertation advisor. Participation is required for all students. 1 credit

#### ***N898 Dissertation Seminar***

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. 1 credit

#### ***N899 Dissertation Credits***

Students are required to take a minimum of 18 dissertation credits. Most students elect to take three to six credits per semester for one to two years until completion of the dissertation. This component of the PhD program requires students to work independently on a research study in close collaboration with their dissertation advisor and committee members. N809 Dissertation Seminar is taken concurrently with dissertation credits until the oral defense of the dissertation proposal is completed. Prerequisites: completion of all required and elective PhD coursework and passing the comprehensive examination.

#### ***N900 Continuing Registration***

Continuing registration is for PhD students who have completed all dissertation credits and currently working on their dissertation.

#### ***N901 Dissertation Seminar Continuation***

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.

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As of July 1, 2022

- + Joint appointment, primary faculty position is in the GSN
- \* Joint appointment, primary faculty position is in the School of Medicine
- ++ Full-time faculty

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To be filled in the 2022-2023 Academic Year

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**Janet Fraser Hale**, BS, Russell Sage, 1968; MA, Central Michigan, 1978; MS, University of Alaska, 1983; PhD, Maryland, 1987

**Susan Sullivan-Boyal**, BSN, Metropolitan State, 1976; MN, Emory, 1978; DNSc, Yale, 1999

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