

# NUR-Nursing

---

## **NUR 519. Evidence-Based Nursing & Health Care Technology. 4 Hours.**

The purpose of this course is to prepare students to translate current evidence, identify existing gaps, and use technology to improve care outcomes. The focus is on the knowledge and skills needed to deliver and coordinate care across multiple settings, apply research outcomes, resolve practice problems, and disseminate results. The emphasis is on leading continuous improvement processes individually or through an inter-professional team, implementing evidence-based practice and determining the appropriate technology to support evidence based care and health education.

**Prerequisites:** NUR 556 [Min Grade: C] and NUR 537L [Min Grade: P] and NUR 538 [Min Grade: C] and NUR 553L [Min Grade: P]

## **NUR 520. Foundational Competencies for the Professional Nurse. 3 Hours.**

The purpose of this course is to introduce fundamental nursing concepts and processes of professional nursing that assist in providing safe, quality nursing care to clients and their families. The course focuses on the role of the nurse as a caregiver and educator of individuals and groups from diverse populations. Emphasis is on the professional attributes of the generalist nurse, legal and ethical implications for nursing practice, and beginning care competencies of the professional nurse.

## **NUR 521L. Foundational Skills for the Professional Nurse. 3 Hours.**

The purpose of this course is to introduce fundamental nursing skills and professional behaviors needed to provide safer, quality patient/family centered nursing care to clients within diverse settings and communities. The focus is on applying the nursing process and developing clinical judgment and reasoning skills, emphasis is on clinical competencies including health assessment and history taking, foundational clinical nursing skills, basic nursing care for adult clients, and nursing documentation.

## **NUR 522. Mental Health Nursing. 3 Hours.**

The purpose of this course is to introduce concepts of mental health and psychiatric illness throughout the lifespan with consideration given to therapeutic communication and evidence-based nursing interventions for clients and their families. The course focuses on the use of critical thinking and clinical decision-making skills in the promotion, maintenance and restoration of optimum mental health of vulnerable individuals and families. Emphasis is placed on the independent and collaborative roles of nursing in identifying risk factors for mental disorders, assessing mental health status, and designing and implementing psychobiological and psychosocial interventions associated with expected therapeutic outcomes.

## **NUR 524. Pharmacology for AMNP. 3 Hours.**

The purpose of this course is to increase understanding of pharmacologic concepts needed by the generalist nurse. The course focuses on preparing the generalist nurse to apply acute pharmacological concepts in clinical practice and deliver safe, effective administration of medications. The emphasis of the course is a systematic overview of pharmacological concepts, pharmacokinetics, and pharmacodynamics.

## **NUR 526. Adult Health Nursing I: Managing Chronic and Episodic Health Conditions. 2 Hours.**

The purpose of this course is to introduce concepts and processes needed to provide safe, quality family-centered nursing care to adults. The course focuses on the practice of professional nursing as an evidence-based, goal-directed activity designed to assist adult clients in achieving optimal health by meeting basic human needs, providing holistic care, and engaging in health promotion and disease/injury prevention strategies. Emphasis is on the individual and collaborative roles of nursing to identify risk factors, assess health status of adults, and design, implement, and evaluate nursing interventions associated with expected therapeutic outcomes for chronic disease and episodic health conditions such as heart disease, hypertension, type 2 diabetes, obesity, and arthritis.

## **NUR 527L. Nursing Practicum with Adults I. 2 Hours.**

The purpose of this course is to apply fundamental nursing skills and professional behaviors needed to provide safe, quality client/family centered nursing care. The focus is on applying the nursing process and developing clinical judgment and reasoning skills with adult clients from diverse backgrounds and communities. Emphasis is on developing clinical competencies including health assessment and history taking, foundational clinical nursing skills, basic nursing care for adult clients, and nursing documentation.

## **NUR 528. Pathophysiology for AMNP. 2 Hours.**

The purpose of this course is to increase understanding of pathophysiological concepts/ processes needed to provide safe, quality client/family centered nursing care across the lifespan. The course focuses on preparing the generalist nurse to apply [pathophysiological concepts in clinical practice. The emphasis is on a systematic study of pathophysiological concepts/processes associated with cellular injury and genetics; alterations in fluid and electrolytes, acid base balance, immunity, inflammation, and metabolism; and a basic introduction to oxygenation and perfusion.

## **NUR 533. Spirituality in Health Care. 3 Hours.**

This course will focus on spirituality, including a greater understanding of different spiritual traditions, personal spiritual development, and the incorporation of spirituality into professional practice. The content will examine spirituality and health from the perspective of the major world religions and spiritual practices. The impact of spirituality on illness and healing will be examined. Spiritual care, including assessment and selected interventions, legal and ethical issues will be discussed with respect to individuals and families of varying developmental stages, socio-cultural backgrounds, and life situations. Students will be challenged to explore their own spirituality and its impact on their personal and professional lives. A foundation in computer utilization and accessing resources through use of the internet is strongly recommended.

## **NUR 534. Living With Loss. 3 Hours.**

This course includes loss, grief, body-image changes, loss due to chronic conditions, and loss of life in childhood and adulthood explored from the viewpoint of a health-care professional.

**NUR 537L. Nursing Practicum with Adults II. 3 Hours.**

The purpose of this course is to apply nursing clinical skills and professional behaviors needed to provide safe, quality client/family centered nursing care in acute care settings for adult clients from diverse backgrounds and communities. The focus is on applying the nursing process and using clinical judgment and reasoning skills in acute care situations. Emphasis is on increasing competency in the design, coordination, and evaluation of client/family centered care of adults with acute disease or injury associated conditions.

**Prerequisites:** NUR 520 [Min Grade: C] and NUR 526 [Min Grade: C] and NUR 524 [Min Grade: C] and NUR 528 [Min Grade: C] and NUR 522 [Min Grade: C]

**NUR 538. Pathophysiology for AMNP II. 2 Hours.**

The purpose of this course is to increase understanding of pathophysiological concepts/processes needed to provide safe, quality client/family centered nursing care across the lifespan. The course focuses on preparing the generalist nurse to apply acute pathophysiological concepts in clinical practice. The emphasis of the course is a systematic study of pathophysiological concepts/processes associated with alterations in fluid and electrolytes, perfusion, oxygenation, intracranial regulation, metabolism, and infection.

**Prerequisites:** NUR 520 [Min Grade: C] and NUR 524 [Min Grade: C] and NUR 528 [Min Grade: C] and NUR 522 [Min Grade: C]

**NUR 542. Health Promotion, Prevention, Populations, and Policy. 3 Hours.**

The purpose of this course is to prepare the generalist nurse to lead population focused health promotion and prevention initiatives that address national and global health issues. The focus is on health hazards, social determinants, and regulatory, legal, and ethical issues that affect population health. Emphasis is on analyzing current data and best evidence to advocate through policy change for improved health status of individuals. Communities and diverse populations.

**Prerequisites:** NUR 520 [Min Grade: C] and NUR 526 [Min Grade: C] and NUR 524 [Min Grade: C] and NUR 528 [Min Grade: C] and NUR 522 [Min Grade: C]

**NUR 546. Adult Health Nursing III: Managing Complex Health Conditions. 2 Hours.**

The purpose of this course is to expand the knowledge of concepts and processes needed to provide safe, quality family-centered nursing care to adults with complex health conditions. The course focuses on the practice of professional nursing as an evidence-based, goal-directed activity designed to assist adult clients in achieving optimal health by meeting basic human needs, providing holistic care and engaging in health promotion and disease/injury prevention strategies. Emphasis is on the individual and collaborative roles in nursing used to identify risk factors for complex health conditions: assess health status of adults: and design implement, and evaluate nursing interventions associated with expected therapeutic outcomes associated with life-threatening cardiac conditions, traumatic injuries, immunodeficiency, and neurological events.

**Prerequisites:** NUR 556 [Min Grade: C] and NUR 552 [Min Grade: C] and NUR 538 [Min Grade: C] and NUR 542 [Min Grade: C]

**NUR 547L. Nursing Practicum with Adults III. 1 Hour.**

The purpose of this course is to apply nursing clinical skills and professional behaviors needed to provide safe, quality client/family centered nursing care in acute care settings for clients from diverse backgrounds and communities. The focus is on applying the nursing process and using clinical judgement and reasoning skills in client care situations with increasing complexity. Emphasis is on increasing competency in the design, coordination, and evaluation of client/family centered care and therapeutic outcomes for adults with complex disease and traumatic injury conditions.

**Prerequisites:** NUR 556 [Min Grade: C] and NUR 552 [Min Grade: C] and NUR 538 [Min Grade: C] and NUR 542 [Min Grade: C]

**NUR 549. Synthesis Review Course. 1 Hour.**

The purpose of this course is to prepare the student to successfully complete the NCLEX examination. The course focuses on all professional nursing roles. Emphasis is on the synthesis of knowledge from all nursing courses as well as humanities, and the social, behavioral, and natural sciences.

**NUR 550. Professional Leadership and Role Transition. 4 Hours.**

The purpose of this course is to expand the knowledge of concepts, processes, and strategies of leader and change agent needed to transition into the professional nurse role within the healthcare team and profession as a generalist nurse. The course focuses on evidence-based, goal-directed activities designed to control health care costs and promote continuous quality improvement for the individual and collaborative nursing roles used to identify hazards with the healthcare environment that create risks to health and safety, to enact evidence-based "nurse-sensitive" quality improvement processes, and to evaluate healthcare outcomes from a systems and financial perspective.

**Prerequisites:** NUR 556 [Min Grade: C] and NUR 552 [Min Grade: C] and NUR 538 [Min Grade: C] and NUR 542 [Min Grade: C]

**NUR 551L. Nursing Practicum with Vulnerable Populations. 2 Hours.**

The purpose of this course is to implement therapeutic communication and safe, quality, family-centered nursing care to individuals and groups among vulnerable populations in diverse healthcare and community settings. Focus is on developing roles of the generalist nurse in population health care as clinician, educator, health counselor, advocate, and care manager. Emphasis is on the professional attributes and nursing skills concerning legal, regulatory, ethical, and cultural implications for health promotion, illness and injury prevention, health maintenance, emergency preparedness, and coordination of health care across the lifespan for vulnerable populations.

**Prerequisites:** NUR 556 [Min Grade: C] and NUR 552 [Min Grade: C] and NUR 538 [Min Grade: C] and NUR 542 [Min Grade: C]

**NUR 552. Nursing Care of Woman and Children. 4 Hours.**

The purpose of this course is to obtain knowledge and skills to provide safe, quality client/family centered nursing care to women across the lifespan with special attention given to women of childbearing age and children. The course focuses on the practice of professional nursing as an evidence-based, goal-directed activity to assist clients to achieve optimal health, meet basic human needs, provide holistic care, and engage in health promotion and disease/injury prevention strategies. Emphasis is on the individual and collaborative roles of nursing to identify risk factors, assess health status, and design, implement, and evaluate nursing interventions to obtain therapeutic outcomes for neonates, infants, children, adolescents, and women across the lifespan in diverse family and care settings.

**Prerequisites:** NUR 520 [Min Grade: C] and NUR 526 [Min Grade: C] and NUR 524 [Min Grade: C] and NUR 528 [Min Grade: C] and NUR 522 [Min Grade: C]

**NUR 553L. Nursing Practicum with Women and Children. 2 Hours.**

The purpose of this course is to apply nursing clinical skills and professional behaviors needed to provide safe, quality client/family centered nursing to women and children from diverse backgrounds and communities. The focus is on applying the nursing process, using clinical judgment and reasoning skills in health care situations, and promoting health and preventing disease/injury among women and children. Emphasis is on increasing competency in the design, coordination, and evaluation of client/family centered care for this population.

**Prerequisites:** NUR 520 [Min Grade: C] and NUR 526 [Min Grade: C] and NUR 524 [Min Grade: C] and NUR 528 [Min Grade: C] and NUR 522 [Min Grade: C]

**NUR 556. Adult Health Nursing II: Managing Acute Health Conditions. 4 Hours.**

The purpose of this course is to obtain knowledge and skills to provide safe, quality client-family centered nursing care to adults with acute health problems. The course focuses on the practice of professional nursing as an evidence-based, goal-directed activity to assist adults achieve optimal health, meet basic human needs, provide holistic care, and engage in health promotion and disease/injury prevention strategies. Emphasis is on the individual and collaborative roles of nursing to identify risk factors, assess health status, and design, implement, and evaluate nursing interventions to obtain therapeutic outcomes for conditions such as myocardial infarction, stroke, acute renal failure, and exacerbations of respiratory and metabolic disorders.

**Prerequisites:** NUR 520 [Min Grade: C] and NUR 526 [Min Grade: C] and NUR 524 [Min Grade: C] and NUR 528 [Min Grade: C] and NUR 522 [Min Grade: C]

**NUR 557. Leadership and Management in Professional Nursing for RNs. 3 Hours.**

This course focuses on leadership and management theories and models, resource allocation and management, delegation, conflict resolution, legal implications of practice, managed care, evaluation of practice, continuous quality improvement, healthcare systems, and contemporary issues in the workplace. Emphasis is placed on the integration of all professional role behaviors, application of research, and leadership/management skills. For students enrolled in 557, this course is a transition course into the RN-MSN option for baccalaureate degree RN Mobility students. Evaluation methods for the course will be different from those used for students enrolled in NUR 457.

**Prerequisites:** NUR 574 [Min Grade: C](Can be taken Concurrently) and NUR 597 [Min Grade: C](Can be taken Concurrently)

**NUR 558L. Clinical Synthesis and Role Immersion. 5 Hours.**

The purpose of this course is the synthesis and assimilation of skills and nursing content from all previous courses and is intended to prepare students to function independently in the roles of the generalist nurse. The focus of the course is on the professional roles of direct caregiver, health policy advocate, translator/integrator of nursing scholarship, interprofessional team collaborator, nursing practice innovator, and leader of organizations and systems. The course emphasizes independent nursing practice as a generalist nurse under the supervision of a nursing preceptor, involvement in organizational/systems leadership, and application of best evidence to deliver safe, quality, client/family centered care.

**Prerequisites:** NUR 556 [Min Grade: C] and NUR 552 [Min Grade: C] and NUR 538 [Min Grade: C] and NUR 542 [Min Grade: C]

**NUR 559L. Concepts of Transitional Care Coordination. 4 Hours.**

The purpose of this course is to apply nursing knowledge and skills to promote safe, quality patient care in a variety of transitional care settings across the lifespan. The focus of this course will be to apply concepts of care coordination and transitional care in order to focus on achieving the outcomes of increasing access to care, preventing hospital readmissions, and promoting innovative, cost-effective, quality care for highly vulnerable and/or chronically ill clients during critical transitions. Emphasis will be upon coordination and promotion of care continuity within, between and across settings, as well as between providers. Additionally, emphasis will be placed on identification of required community resources, development of a mutually-agreeable plan of care with the client, coordination of care with all providers, the time-limited nature of transitional care services, client, family and caregiver education, identifying root causes of poor health outcomes, avoiding hospital readmissions and promoting optimal client outcomes.

**NUR 560L. Foundational Nursing and Nursing Skills Competency. 4 Hours.**

The purpose of this course is for students to develop a foundation in nursing theory and nursing skills. The focus of this course is for students to view professional nursing through the lens of nursing history, theory, roles and responsibilities, and professional identity to inform future nursing care delivery. This course emphasizes the application of theoretical knowledge of entry-level foundational nursing competency, clinical judgment, communication, compassionate care, ethics, evidence-based practice, health policy, and social determinants of health through in-class discussions, case studies, content exams, skill validation, and competency simulation experiences.

**NUR 561L. Pathophysiology & Health Assessment for Masters-Level Entry to Nursing. 5 Hours.**

The purpose of this course is for students to develop a foundation in pathophysiology and health assessment. The focus of this course is for students to perform physical assessment safely and effectively with competency development in critical aspects of disease pathology safely and effectively. The course aims to prepare nursing students to become competent, knowledgeable, and caring professionals who can provide optimal disease recognition and intervention. This course emphasizes the application of pathophysiology and physical assessment through in-class discussions, case studies, content exams, skill validation, and competency simulation experiences.

**NUR 562. Pharmacology for Masters-Level Entry to Nursing. 4 Hours.**

The purpose of this course is for students to develop safe medication management and patient care practices. The focus of this course is for students to gain comprehensive knowledge and skills in pharmacology, emphasizing the following key areas: Dosage Calculation, Medication Classes, Pharmacokinetics, Medication Administration, and Patient Monitoring EMPHJ\SIS: This course emphasizes the application of theoretical knowledge on the following aspects: Patient Safety, Holistic Care, Critical Thinking, Interprofessional Collaboration, Ethical and Legal Considerations and Application of Technology related to pharmacology and nursing through in-class discussions, case studies, content exams, skill validation and competency simulation experiences.

**NUR 563L. Foundational Nursing Practicum. 2 Hours.**

The purpose of this course is for students to develop foundational knowledge for the competent care of individuals in clinical practice. The focus of this course is for students to utilize critical thinking skills to discuss and develop holistic plans of care that promote health, prevent, and manage acute and chronic conditions, and provide education and support to individuals experiencing the continuum of health. This course emphasizes the application of theoretical knowledge of developing entry-level foundational nursing competency using the broader concepts of clinical judgment, communication, compassionate care, ethics, evidence-based practice, health policy, and social determinants of health in clinical practice through in-class discussions, case studies, skill validation, competency simulation experiences, and clinical experiences.

**NUR 564. Mental Health Nursing. 3 Hours.**

The purpose of this course is for students to develop knowledge for the competent care of psychiatric/mental health patients. The focus of this course is for students to utilize critical thinking skills to discuss and develop holistic plans of care that promote psychiatric/mental health, prevent, and manage acute and chronic conditions, and provide education and support to individuals experiencing the continuum of mental health. This course emphasizes the application of theoretical knowledge of mental health and psychiatric nursing through in class discussions, case studies, and content exams.

**NUR 565L. Mental Health Nursing Practicum. 1 Hour.**

The purpose of this course is for students to develop knowledge for the competent care of psychiatric/mental health patients in clinical practice. The focus of this course is for students to utilize critical thinking skills to discuss and develop holistic plans of care that promote psychiatric/mental health, prevent, and manage acute and chronic conditions, and provide education and support to individuals experiencing the continuum of mental health. This course emphasizes the application of theoretical knowledge of mental health and psychiatric nursing competency using the broader concepts of clinical judgment, communication, compassionate care, ethics, evidence based practice, health policy, and social determinants of health in clinical practice through in-class discussions, case studies, skill validation, competency simulation experience, and clinical experiences.

**NUR 566L. Synthesis and Application Competency I. 3 Hours.**

The purpose of this course is for students to utilize problem-based learning to foster the development of foundational nursing theory and skills competency. The focus of this course is for students to be introduced to nursing scientific approaches related to the study of populations, and disease processes. and impact of symptoms. This course emphasizes the application of theoretical knowledge, developing generalized entry-level foundational nursing competency, and beginning to focus on an area of scholarly concentration. Throughout the course, students will engage in problem-based learning activities, simulation, and case-based learning to apply their knowledge and skills acquired in previous nursing courses.

**NUR 567. Adult Health NSG. 6 Hours.**

The purpose of this course is for students to develop knowledge towards the competent care of adult patients. This course aims to deepen knowledge, enhance skills, and shape attitudes necessary for the development of competency in adult health nursing practice. The focus of this course is for students to utilize critical thinking skills to discuss and develop holistic plans of care that promote health, prevent, and manage acute and chronic conditions, and provide education and support to individuals experiencing the continuum of health in the acute and primary adult clinical practice. By focusing on elements such as pathophysiology, physical assessment, pharmacology, and foundational concepts, students will gain insights that inform and shape the delivery of nursing care specifically tailored to adult populations. This course emphasizes the application of theoretical knowledge through in-class discussions, case studies, and content exams.

**NUR 568L. Adult Health Nursing Practicum. 3 Hours.**

The purpose of this course is for students to apply the theoretical concepts of adult health nursing and foster the development of nursing skills required by the professional nursing student in clinical practice. The focus of this course is for students to utilize critical thinking skills to discuss and develop holistic plans of care that promote health, prevent, and manage acute and chronic conditions, and provide education and support to individuals experiencing the continuum of health in the acute and primary adult nursing care in clinical practice. By focusing on elements such as pathophysiology, physical assessment, pharmacology, and foundational concepts, students will gain insights that inform and shape the delivery of nursing care specifically tailored to adult populations. This course emphasizes the application of theoretical knowledge to cultivate knowledge and skill competency in the adult health nursing clinical setting through in-class discussions, case studies, skill validation, competency simulation experiences, and clinical experiences.

**Prerequisites:** NUR 560L [Min Grade: C] and NUR 561L [Min Grade: C] and NUR 562 [Min Grade: C] and NUR 564 [Min Grade: C]

**NUR 569. Obstetric and Neonatal Nursing. 2 Hours.**

The purpose of this course is for students to develop knowledge for the competent care of obstetric and neonatal patients. The focus of this course is for students to utilize critical thinking skills to discuss and develop holistic plans of care that promote obstetric and neonatal health, prevent, and manage acute and chronic conditions, and provide education and support to the maternal-infant-family unit. This course emphasizes the application of theoretical knowledge through in-class discussions, case studies, and content exams.

**Prerequisites:** NUR 560L [Min Grade: C] and NUR 561L [Min Grade: C] and NUR 562 [Min Grade: C] and NUR 564 [Min Grade: C] and NUR 566L [Min Grade: C]

**NUR 570L. Obstetric and Neonatal Nursing Practicum. 1 Hour.**

The purpose of this course is for students to apply theoretical nursing concepts to foster the development of competent nursing practice in the care of obstetric and neonatal patients needed by the entry-level professional nursing student. The focus of this course is for students to utilize nursing roles (educator, caregiver, collaborator, and advocate) and critical thinking skills in the promotion of obstetric health and well-being, the prevention and maintenance of acute and chronic obstetric conditions, and holistic support for the maternal-infant-family unit. This course emphasizes the application of theoretical knowledge learned in the companion didactic course and provides nursing practice opportunities in the inpatient, outpatient, and/or community clinical settings with obstetric and neonatal patients from pre-conception throughout pregnancy, childbirth, and the neonatal period through in-class discussions, case studies, skill validation, competency simulation experiences, and clinical experiences.

**Prerequisites:** NUR 560L [Min Grade: C] and NUR 561L [Min Grade: C] and NUR 562 [Min Grade: C] and NUR 564 [Min Grade: C] and NUR 566L [Min Grade: C]

**NUR 571. Pediatric Nursing. 2 Hours.**

The purpose of this course is for students to develop knowledge for the competent care of pediatric patients, families, and caregivers. The focus of this course is for students to utilize critical thinking skills to discuss and develop holistic plans of care that promote pediatric health, prevent, and manage acute and chronic conditions, and provide education and support to the child-infant family unit. This course emphasizes the application of theoretical knowledge through in-class discussions, case studies, and content exams.

**Prerequisites:** NUR 560L [Min Grade: C] and NUR 561L [Min Grade: C] and NUR 562 [Min Grade: C] and NUR 564 [Min Grade: C] and NUR 566L [Min Grade: C]

**NUR 572L. Pediatric Nursing Practicum. 1 Hour.**

The purpose of this course is for students to apply theoretical nursing concepts to foster the development of competent nursing practice in the care of pediatric patients, families, and caregivers needed by the entry-level professional nursing student. The focus of this course is for students to utilize nursing roles (educator, caregiver, collaborator, and advocate) and critical thinking skills in the promotion of pediatric health and wellbeing, the prevention and maintenance of acute and chronic pediatric conditions, and holistic support for the child-family unit. This course emphasizes the application of theoretical knowledge learned in the companion didactic course and provides nursing practice opportunities in the inpatient outpatient, and/or community clinical settings with pediatric patients from infancy throughout toddlerhood, childhood, and adolescence through in-class discussions, case studies, skill validation, competency simulation experiences, and clinical experiences.

**Prerequisites:** NUR 560L [Min Grade: C] and NUR 561L [Min Grade: C] and NUR 562 [Min Grade: C] and NUR 564 [Min Grade: C] and NUR 566L [Min Grade: C]

**NUR 573L. Synthesis and Application Competency II. 3 Hours.**

The purpose of this course is for students to utilize problem-based learning to continue the development of foundational nursing theory and skills competency. The focus of this course is for students to implement nursing scientific approaches related to the study of populations, disease processes, and the impact of symptoms. This course emphasizes the application of theoretical knowledge, developing generalized entry-level foundational nursing competency, and continues to focus on an area of scholarly concentration. The second semester emphasizes the natural progression from theoretical exploration to practical implementation, providing students with a hands-on opportunity to integrate and leverage their knowledge for meaningful project development. Throughout the course, students will engage in problem-based learning activities, simulations, and case-based learning to apply their knowledge and skills acquired in previous nursing courses.

**Prerequisites:** NUR 560L [Min Grade: C] and NUR 561L [Min Grade: C] and NUR 562 [Min Grade: C] and NUR 564 [Min Grade: C] and NUR 566L [Min Grade: C]

**NUR 574. Transition to Professional Nursing Practice for RNs. 4 Hours.**

Using an online format, this course is designed to enhance the registered nurse's knowledge of the role of the professional nurse in meeting the healthier needs of society. Historical, legal, political, and ethical issues affecting the profession will be examined. The relationship between selected issues, trends, and theories and professional nursing practice will be analyzed. Students will examine behaviors related to various roles of the professional nurse, including caregiver, teacher, advocate, research consumer, and counselor. Additionally, this course addresses communication skills necessary to a professional nurse including writing and computer literacy. For students enrolled in NUR 574, this course is a transition course into the RN-MSN option for post-baccalaureate degree RN Mobility students.

**NUR 575. Population Health Nursing. 3 Hours.**

The purpose of this course is for students to develop competencies in promoting health equity and reducing health disparities as they care for diverse populations in community settings. The focus of this course is for students to assess and respond to health promotion and disease prevention issues across the lifespan and among diverse populations within the practice specialty of community/public health nursing. This course emphasizes the application of theoretical knowledge-building competencies needed to assess and respond to the impacts of social and environmental determinants of health on individuals, families, communities, and populations to reduce health disparities and promote health equity through in-class discussions, case studies, and course assignments.

**Prerequisites:** NUR 567 [Min Grade: C] and NUR 569 [Min Grade: C] and NUR 571 [Min Grade: C] and NUR 573L [Min Grade: C]

**NUR 576L. Population Health Nursing Practicum. 1 Hour.**

The purpose of this course is for students to apply competencies in promoting health equity and reducing health disparities as they care for diverse populations in community settings. The focus of this course is for students to assess and respond to health promotion and disease prevention issues across the lifespan and among diverse populations within the practice specialty of application of theoretical knowledge-building competencies needed to assess and respond to the impacts of social and environmental determinants of health on individuals, families, communities, and populations to reduce health disparities and promote health equity through practice opportunities in simulated and actual community settings.

**Prerequisites:** NUR 567 [Min Grade: C] and NUR 569 [Min Grade: C] and NUR 571 [Min Grade: C] and NUR 573L [Min Grade: C]

**NUR 577. Professional Leadership and Preceptor Development for Master's Entry to Practice. 2 Hours.**

The purpose of this course is for students to expand the knowledge and skills needed by the entry-level professional nursing student for successful leadership and receptor roles in healthcare. The focus of this course is for students to utilize core principles of professional leadership, quality and safety, and transition of care, and reflective practices. This course emphasizes the application of the theoretical knowledge integrating quality improvement measures and safety protocols into leadership practices to enhance patient care outcomes, the role leadership plays in fostering continuity and quality of care, cultivating self-awareness, and enhancing decision-making abilities. In-class discussions, case studies, content exams, and simulations will be utilized.

**Prerequisites:** NUR 567 [Min Grade: C] and NUR 569 [Min Grade: C] and NUR 571 [Min Grade: C] and NUR 573L [Min Grade: C]

**NUR 578L. Preceptorship in Professional Nursing. 5 Hours.**

The purpose of this course is for students to bridge academic preparation and professional practice. The focus of this course is for students to apply and synthesize accumulated nursing knowledge, skills, and attitudes in diverse clinical settings. Students work with clinical preceptors to engage in hands-on experiences that allow them to integrate theoretical concepts into the complexities of real-world healthcare scenarios. The emphasis of the course is to provide an immersive experience while deepening students' competency development in specialized nursing areas, refining their clinical expertise, and navigating the intricacies of patient care delivery throughout the healthcare system. This course emphasizes the development of clinical judgment, mastery of competencies essential for safe and effective nursing practice, and the ability to manage multiple patients with diverse conditions. Students actively engage in collaboration, advocacy, Quality & Safety rounds, and interprofessional care teams across the healthcare continuum. This course also places a strong emphasis on professional development, encouraging students to embrace lifelong learning, ethical practice, and continuous self-reflection. Students will engage in class discussions, case studies, skill validation, competency simulation experiences, and clinical experiences.

**Prerequisites:** NUR 567 [Min Grade: C] and NUR 569 [Min Grade: C] and NUR 571 [Min Grade: C] and NUR 573L [Min Grade: C]

**NUR 579L. Final Synthesis and Application Competency with Capstone. 4 Hours.**

The purpose of this course is for students to apply and synthesize nursing theory and clinical knowledge while exploring contemporary problems facing nurses and their patients. Students will work with their peers to translate nursing knowledge into real-world solutions. The emphasis of the course is to provide a comprehensive scholarly experience while deepening students' competency in nursing theories, evidence-based practice, practical acumen, current nursing issues, and healthcare trends. This course also emphasizes professional development through encouraging meaningful contributions to nursing, providing students with a hands-on opportunity to integrate and leverage their knowledge for meaningful project development. Throughout the course, students will engage in problem-based learning activities, simulations, and case-based learning to apply their knowledge and skills acquired in previous nursing courses.

**Prerequisites:** NUR 567 [Min Grade: C] and NUR 569 [Min Grade: C] and NUR 571 [Min Grade: C] and NUR 573L [Min Grade: C]

**NUR 580. Synthesis Review for Comprehensive Exam. 1 Hour.**

The purpose of this course is to prepare the nursing student for the professional nursing licensure exam. The focus of this course is for students to review nursing concepts, pathophysiological conditions, and pharmaceutical/non pharmaceutical therapeutic modalities used to promote health and prevent illness/injury for clients/families across the lifespan among diverse groups, communities, and populations. This course emphasizes the application of clinical judgment and mastery of competencies through the evaluation of course assignments.

**Prerequisites:** NUR 567 [Min Grade: C] and NUR 569 [Min Grade: C] and NUR 571 [Min Grade: C] and NUR 573L [Min Grade: C]

**NUR 581. Health Information Technologies and Nursing Informatics. 2 Hours.**

The purpose of this course is for students to use information technology to inform nursing care decisions and healthcare delivery. The focus of this course is for students to view the role of informatics and technology in nursing through the lens of history, theory, roles & responsibilities, and application. This course emphasizes the application of knowledge through course assignments to improve healthcare quality and safety through technology and informatics.

**Prerequisites:** NUR 567 [Min Grade: C] and NUR 569 [Min Grade: C] and NUR 571 [Min Grade: C] and NUR 573L [Min Grade: C]

**NUR 587. Supplemental Academic Course for Support (SACS). 1-3 Hour.**

The purpose of this distance-accessible course is to introduce a structured format for students to review nursing concepts and processes related to a specific patient population. The course focuses on the role of the nurse as caregiver. Emphasis is on test-taking strategies and the review of didactic content to strengthen the student's knowledge base.

**NUR 596. Didactic Independent Study for Delayed Progression. 1 Hour.**

The purpose of this course is to augment knowledge gained in nursing courses related to test taking, delegation, prioritization and critical thinking. The course focuses on the role of the nurse as caregiver, manager, collaborator, and education. Emphasis is on the nursing care and management of young, middle-age, and older adults.

**NUR 597. Community and Public Health Nursing for RNs. 4 Hours.**

This course is designed for RN students to build on existing clinical expertise and knowledge, broaden exposure to different roles of the professional nurse in the areas of community and public health, and apply knowledge learned throughout the BSN curriculum to meet the needs of population aggregates. Emphasis is on professional nurse role development focused on illness and injury prevention, health promotion, health education, public health preparedness and advocacy for population aggregates across the life span. For students enrolled in NUR 597, this course is a transition course into the RN-MSN option for post-baccalaureate degree RN Mobility students.

**Prerequisites:** NUR 574 [Min Grade: C](Can be taken Concurrently)

**NUR 600. Research and Statistics for Advanced Practice. 4 Hours.**

This course is designed to prepare master's students with the research knowledge and skills to (1) use current research findings to improve practice, (2) use the process of research to examine questions identified in nursing practice, and (3) participate in collaborative research. This course will include integration of the following elements: critical thinking, current technologies for data management and statistical analysis, scholarly writing, scientific integrity and ethics and human diversity. Statistical procedures examined will include univariate and bivariate statistics, parametric and nonparametric procedures and selected epidemiological measures. Prerequisite: Under-graduate statistics.

**Prerequisites:** NUST A or MA 180 [Min Grade: C] or PY 214 [Min Grade: C] or MA 480 [Min Grade: C] or QM 214 [Min Grade: C] or JS 120 [Min Grade: C] or (NUR 517 [Min Grade: C] and NUR 518L [Min Grade: P])

**NUR 601. Role Development for Advanced Nursing Practice. 3 Hours.**

This course is designed to prepare graduate nursing students to understand the concepts of advanced nursing practice and advanced practice nursing. Students will be expected to differentiate between advanced nursing practice and the practice of other nurses and health care providers. Concepts from a variety of models and theories from nursing and other disciplines will be discussed, and examples of how these concepts may be applied in advanced nursing practice will be offered. The concept of cultural competence will be explored as will its application when interacting with people from diverse ethnic and racial groups.

**NUR 602. Issues Affecting Advanced Nursing Practice. 3 Hours.**

This course prepares graduate nursing students to incorporate management and leadership skills in the practice arena. The health care environment and culture, selected organizational, economic, and financial theories, strategic planning, change theory, health care marketing and information and quality management will be explored in the context of contemporary issues such as bioterrorism and health care policy and regulation. This course will also include integration of the following elements: critical thinking, scholarly writing, research, theory evaluation and application, scientific integrity and ethics, human diversity and social issues.

**NUR 603. Primary Health Care in Low Resource Countries. 3 Hours.**

This course is designed for the Advanced Health Care Provider who plans to deliver primary health care in countries considered to be low resource areas as designated by the World Health Organization. These students will study the epidemiology, pathophysiology, diagnosis, and management of infectious and parasitic diseases throughout the global community. In addition, nutritional deficiencies and obstetric problems will be reviewed. Emphasis will be placed on those health problems which are not common in high resource countries. Implementation of the World Health Organization's Integrated Management standards will be included in the study of each disease as they apply to adults adolescents, and children. Potential personal safety issues for world travelers, and information designed to alleviate these issues will be studied. Each student will focus on a specific country or global area for a more in-depth learning experience.

**NUR 604. Leadership in Advanced Nursing Practice Roles. 3 Hours.**

The purpose of this course is to provide students with the foundation for an in-depth understanding of advanced nursing practice leadership. The focus of the course is on the principles and standards of advanced nursing practice. The emphasis of the course is on inter-professional collaboration in healthcare.

**NUR 605. Research for Evidence-Based Practice. 3 Hours.**

This core course is designed to prepare master's nursing students with the research knowledge and skills to (1) use current research findings to improve practice, (2) use the process of research to examine questions identified in one's own nursing practice, (3) develop an evidence-based advanced nursing practice, and (4) contribute to expansion of nursing's knowledge base. This course will also include integration of the following elements and/or activities: critical thinking, informatics, current technologies for data management and statistical analysis, collaboration, scholarly writing, preparing/giving professional presentations, theory evaluation and application, scientific integrity and ethics, human diversity, and social issues. The advanced-practice role emphasis of this course is that of investigator, research collaborator, and content expert in a selected practice field. A graduate course in inferential statistics and a solid foundation in computer utilization and accessing scientific sources by internet is required.

**NUR 606. Translating Evidence into Practice. 3 Hours.**

The purpose of this course is to provide students with the knowledge and skills to evaluate and interpret evidence that supports application in practice. The focus of the course will be on the management and analysis of health care evidence and translation for practice. The emphasis of the course will be on evidence-based practice, safety and quality, informatics, emerging technologies, data management, applied statistics, evaluation and trend analysis.

**Prerequisites:** (NUR 604 [Min Grade: B] or NUR 604 [Min Grade: B] or NUR 737 [Min Grade: B]) or (NUR 612 [Min Grade: B] or NUR 612 [Min Grade: B]) and (MA 180 [Min Grade: C] or MA 480 [Min Grade: C] or PY 214 [Min Grade: C] or PY 216 [Min Grade: C] or QM 214 [Min Grade: C] or JS 120 [Min Grade: C] or NUST A) or (NUR 517 [Min Grade: C] and NUR 518L [Min Grade: P])

**NUR 607. Interprofessional Global Health Service Learning I. 1 Hour.**

This course provides students with an opportunity to apply principles of interprofessional collaboration, community partnerships, and global health in the development of a plan to address a global health problem in collaboration with a community partner. Students apply concepts and theories related to global health, interprofessional collaboration, team building, community partnerships, and the ecological framework developing a plan to address a specific global health problem with a community partner. The course focuses on planning a service learning project that will benefit a community partner. The project is planned and carried through by an interprofessional team. The course is primarily experiential, with students' time spent on planning the project and learning leadership and project planning skills.

**NUR 608. Interprofessional Collaboration (IPC) and Community Partnerships in Global Health. 1 Hour.**

This course provides students with an understanding of principles of interprofessional collaboration and community partnerships that, together with key social and economic concepts of global health, enables them to participate in developing and implementing sustainable global health projects in collaboration with local and international community partners. Working in interdisciplinary teams, students apply concepts and theories related to global health, interprofessional collaboration, team building, community partnerships, and the socioecological framework to develop a plan to address a specific global health problem with a community partner.

**NUR 609. Radiology for Advanced Practice. 3 Hours.**

This course provides nurse practitioners and other mid-level providers with an introduction to radiography. The course provides the novice the opportunity to incorporate radiographic studies into working through a differential diagnosis. The course utilizes various common radiographic techniques including plain films, computed tomography and magnetic resonance imaging.

**NUR 610. Health Care Systems for Advanced Nursing Practice. 3 Hours.**

The purpose of this course is to provide students an opportunity to evaluate health care systems that influence advanced nursing practice. The focus of the course is on organizational theories of business practice and health care economics. The emphasis of the course is on the incorporation of business, legal, political, and organizational concepts in advanced nursing practice.

**Prerequisites:** (NUR 606 [Min Grade: B] or NUR 729 [Min Grade: B] (Can be taken Concurrently) and (NUR 604 [Min Grade: B] or NUR 737 [Min Grade: B](Can be taken Concurrently) and (NWH 618L [Min Grade: P] or NPN 618L [Min Grade: P] or NNE 618L [Min Grade: P] or NFH 618L [Min Grade: P] or NPE 618L [Min Grade: P] or NDP 618L [Min Grade: P] or NAH 618L [Min Grade: P] or NCA 618L [Min Grade: P] or NCC 618L [Min Grade: P] or NCL 618L [Min Grade: P](Can be taken Concurrently)

**NUR 611. Management of Diabetes Mellitus (Type 1 and 2). 3 Hours.**

This course will provide a multi-disciplinary framework for the identification of those at risk or who already possess the metabolic syndrome, frank type 2 diabetes mellitus and its complications. A variety of management strategies will be presented from the perspectives of multiple healthcare disciplines. The perspectives of the multi-disciplinary team in assisting persons to achieve self-care goals are an important theme throughout this course as are the current controversies, issues and research findings underlying present approaches to treatment and patient/family education.

**NUR 612. Advanced Pathophysiology. 3 Hours.**

The purpose of this course is to provide the student with an opportunity to build upon existing knowledge of basic physiology. The focus of this course is on the analysis and application of principles of anatomy and physiology. The emphasis is placed on the use of critical thinking to apply physiologic principles in explaining adaptations to pathogenic changes in the systems across the lifespan.

**Prerequisites:** NUR 604 [Min Grade: B](Can be taken Concurrently) or NHSL 604 [Min Grade: B](Can be taken Concurrently) or NUR 737 [Min Grade: B](Can be taken Concurrently)

**NUR 613. Pharmacology and Therapeutics. 3 Hours.**

The purpose of this course is to plan, implement, and evaluate therapeutic pharmacological interventions. The focus of this course is on the analysis and use of principles of pharmacology, pharmacodynamic, and pharmacokinetics. The emphasis is on characteristics of special populations related to therapeutic needs, as well as drug absorption, metabolism, and excretion.

**Prerequisites:** NUR 606 [Min Grade: B](Can be taken Concurrently) or NUR 606 [Min Grade: B](Can be taken Concurrently) or NHSL 606 [Min Grade: B](Can be taken Concurrently) or NHSL 606 [Min Grade: B] (Can be taken Concurrently) or NUR 737 [Min Grade: B](Can be taken Concurrently) and NUR 612 [Min Grade: B](Can be taken Concurrently)

**NUR 614. Advanced Health Assessment and Introduction to Diagnostic Reasoning. 3 Hours.**

The purpose of this course is designed to provide students with an advanced level of skill and knowledge in critical thinking and diagnostic reasoning. The focus is on conducting health assessments and planning care for patients across the lifespan. The emphasis of this course is on the integration of critical thinking, scientific ethics, human diversity, as well as the recognition of social issues in the care of and presentation of patients.

**Prerequisites:** NUR 612 [Min Grade: B](Can be taken Concurrently) and NUR 613 [Min Grade: B](Can be taken Concurrently) or NA 729 [Min Grade: B](Can be taken Concurrently) or NUR 604 [Min Grade: B] (Can be taken Concurrently) or NUR 737 [Min Grade: B](Can be taken Concurrently) and NUR 606 [Min Grade: B](Can be taken Concurrently) or NHSL 606 [Min Grade: B] or NUR 729 [Min Grade: B](Can be taken Concurrently) or NA 733 [Min Grade: B]

**NUR 614L. Assessment and Diagnostic Reasoning for Advanced Nursing Practice. 3 Hours.**

This course is designed to provide students with an advanced level of skill and knowledge in critical thinking and diagnostic reasoning for conducting health assessments and planning care for holistic, adaptive human beings. The following elements are integrated into the course: professional presentations, critical thinking, scientific integrity and ethics, human diversity, and social issues. Pre or corequisite: NUR 612.

**Prerequisites:** NUR 612 [Min Grade: B](Can be taken Concurrently) or NUR 612 [Min Grade: B](Can be taken Concurrently)

**NUR 615. Sexuality Issues in Health and Illness: A Lifespan Approach. 3 Hours.**

This course includes the ethical, social, biological, and psychological concepts of human sexuality.

**NUR 616L. Focus on Advanced Nursing Practice Specialization. 2 Hours.**

The purpose of this course will be the study of specialty track specific topics. The focus of the course will be on providing foundational materials for specialized areas of advanced nursing practice. Emphasis is on exploring specific advanced nursing practice competencies.

**Prerequisites:** (NUR 606 [Min Grade: B] or NUR 606 [Min Grade: B]) and (NUR 613 [Min Grade: B] or NUR 613 [Min Grade: B])

**NUR 617. Interprofessional Ethical Issues in Clinical Genetics. 2 Hours.**

This course will incorporate basic knowledge of clinical genetics and build knowledge of ethical and legal issues related to genetics. The course focuses on interprofessional collaboration and team development of solutions and approaches for cases from clinical practice. Examination of clinical genetic competencies according to professional standards is highlighted.

**NUR 618L. Clinical Diagnostic Reasoning. 4 Hours.**

A modular organ system approach utilizing case studies will be used to pull together basic principles from pathophysiology, pharmacology and physical/health assessment to develop clinical diagnostic reasoning skills necessary for the nurse practitioner. This course is designed to provide students with an advanced level of skill and knowledge in critical thinking and diagnostic reasoning to apply in the subsequent clinical nursing courses. Students will utilize the knowledge and skills learned in NUR 618QL as they diagnose and manage the care of clients with acute, chronic, and episodic health problems throughout the life span.

**NUR 619. Health Issues in Culturally Diverse Populations in the United States. 3 Hours.**

This course provides students with an overview of health issues and health disparities confronting culturally diverse populations in the United States. The course also addresses genetic, cultural, historical and demographic factors that influence these health issues and disparities, implications for culturally effective health care, and for development of health policy.

**NUR 620. Social Responsibility in Global Health. 1 Hour.**

This course provides students with an understanding of key social and economic concepts of global health that, together with an understanding of interprofessional collaboration and community partnerships, will enable them to participate in developing and implementing sustainable global health projects in collaboration with local and international community partners. The course is open to undergraduate and graduate students who are enrolled in two co-requisite courses that are requirements for students participating in the interprofessional global health service learning program at the University of Alabama at Birmingham. Working in interdisciplinary teams, students apply concepts and theories related to global health, interprofessional collaboration, team building, community partnerships, and the socioecological framework to develop a plan to address a specific global health problem with a community partner.

**NUR 625. Concepts of Addiction Across the Lifespan. 3 Hours.**

The purpose of this course is to explore the concept of substance use, misuse and addiction across the lifespan from a nursing perspective. The course will focus on exploring substance use, misuse and addictions nursing, and will include: the epidemiology of substance use, misuse and addiction, a review of addictive substances and medications, an overview of the pathophysiological effects of substance use, misuse, addiction, and overdose, pertinent legislation, and the impact of substance use, misuse and addiction on the professional registered nurse. Emphasis will be placed upon the nurse's role in screening, brief intervention, and referral to treatment for patients across the lifespan experiencing substance use, misuse, and addiction.

**NUR 628. Men's Health Across the Lifespan. 3 Hours.**

The purpose of this course is to provide an expansion of knowledge of health related issues for the pre-adolescent, adolescent, adult, and aging male population. The focus of this course is on physiologic and psychologic development, age related health complications, emotional challenges of adolescence, social determinants of health, policy, sexual health and related issues, and complications specific to aging males. The emphasis of the course is on promoting the progression of knowledge of health related issues of the male population.

**NUR 630. Principles of Epidemiology. 3 Hours.**

This course is intended to provide the advanced practice nurse with a working knowledge of epidemiology and biostatistics as they relate to nursing practice. Additionally, phenomena along the wellness continuum will be discussed. The Natural History of Disease Model will be applied to the study of health and illness in human populations.

**Prerequisites:** NUR 600 [Min Grade: C]

**NUR 633. Growth and Development. 3 Hours.**

The content of this course is centered on major theories of development including physiological, psychoanalytic, social, stimulus-response, cognitive and moral. Current areas and findings of research are investigated and research designs and methods are critiqued. Self-selected in depth studies are made and shared. Contributions of the study of development to the functional practice of nursing are demonstrated.

**NUR 634. Perspectives in Global Health Leadership. 3 Hours.**

This course is designed to provide students with an understanding of global aspects of health care leadership. The course will focus on identification of characteristics of global health care leaders, leadership theories, and strategies to develop one's own personal leadership abilities. The course will provide students with a unique opportunity to interact with health care leaders from countries around the world, and develop projects related to an aspect of global health care leadership of interest to each student.

**NUR 637. Genetic Principles and Issues. 3 Hours.****NUR 639. Complementary Therapies and Integrative Hlth Care. 3 Hours.**

The focus of this elective course is on holistic nursing utilizing complementary and alternative therapies and integrative health care as an emerging paradigm in the health care arena. This course will examine both the concepts of integrative health care and major complementary therapies, including theoretical basis and research support, actions, uses, contraindications, and side effects. The socio-cultural, economic, legal and ethical issues associated with complementary therapies will be included as well as standards for practice and available resources. Students will be encouraged to explore ways in which they can counsel patients regarding complementary therapies as well as potential inclusion of the therapies in their own practice.

**NUR 641. Herbs and Nutritional Supplements. 3 Hours.****NUR 642. Health Education and Social Welfare in a Global Community. 3 Hours.**

The purpose of this course is to provide students with a cross-cultural experience in which they will spend time in a selected global community while learning about health, educational and social welfare issues. Students will participate in pre-trip seminar in Birmingham or on-line prior to travel. The seminar(s) will focus on an overview of the course, a model of assessing culture and an overview of selected global community's culture. Students will also participate in seminars on a variety of health, education and social welfare topics provided by the course instructor and by resource persons from the selected global community.

**NUR 643. Introduction to Nursing Informatics. 3 Hours.**

The organizing framework for this course is based on the three concepts that form the theoretical basis of nursing informatics, data, information and knowledge. Students will explore how data can be organized into information for the generation of knowledge through the design, selection and implementation of clinical information systems. The course has two sections: theory and laboratory. The theoretical content will focus on the collection, organization, analysis and dissemination of information in nursing and healthcare. Laboratory work will familiarize the student with computer applications designed to manage nursing and healthcare information.

**NUR 644. Principles of Developmental Care Newborn Infants. 3 Hours.**

Provides students with an overview of principles of individualized developmental care for newborns and infants. The course also addresses principles of family-centered care as a key component of developmental care. Students review concepts and theories related to molecular biology, fetal, infant and family development, psychology and sociology in assessing and planning care to promote optimal development of high risk infants and families. Students explore roles of nurses and other interdisciplinary team members in developmental care are assessed, and develop plans to promote organizational change in order to incorporate developmental care principles in a clinical setting.

**NUR 645. Sleep Across the Lifespan I. 3 Hours.**

This course provides students with knowledge and skills required for: 1) screening, diagnosing, and treatment of adults (age 13 and beyond) with sleep disturbances and disorders, 2) understanding the articulation between physiologic, social, cultural, and environmental influences on sleep, sleep disturbances, and sleep disorders, 3) critical analysis of sleep, sleep disturbances and sleep disorders and how they relate to public policy, and law, 4) strategies for health promotion related to sleep, and 5) views of knowledge development, and scientific progress in sleep disturbances and disorders among diverse groups of adults.

**NUR 653. A Global Health Approach to Health Promotion in the Rural South. 3 Hours.**

The purpose of this course is to provide students with the knowledge, skills, and attitudes needed for global health competency development and apply global health principles to promote wellness in rural populations in the southern United States. The course focuses on the impact of the social determinants of health (SDOH) on outcomes and health disparities and draws parallels to similar rural populations in selected low- or middle-income countries. Emphasis is on the contributions of interprofessional health teams to address the complex issues that influence population health, health promotion, and health care delivery in low-resource rural settings.

**NUR 667. Psychosocial Aspects of Evidence-Based Practice in Chronic Illness. 3 Hours.**

This course is organized around the concepts of evidence-based practice, psychosocial nursing and chronic illness. The chronic illness trajectory across the individual's and family's life span and the needs of vulnerable populations with attention to disparity of care and cultural competence of involved health care providers is included. This course is designed to provide the undergraduate student with the basic knowledge and skills needed to provide evidence-based interventions and the graduate student to analyze needs for development of interventions to address the psychosocial needs of those with chronic illness.

**NUR 670. Occupational Health Management Principles. 1 Hour.**

This course provides the student with a working knowledge of management topics specific to planning, directing, and evaluating occupational health services.

**NUR 671. Principles and Practice of Occupational Toxicology and Disease. 3 Hours.**

This course is designed to provide the student with an opportunity to build upon existing knowledge of physiology and pathophysiology. Emphasis is placed on the use of critical thinking to assess risk, determine effects, and plan strategies to minimize effects of toxicant exposure and occupational diseases in worker populations.

**NUR 673. Intervention Approaches to Family Violence Across the Lifespan. 3 Hours.**

The purpose of this course is to provide an overview of contemporary issues in family violence in the US. This course focuses on intervention and prevention responses, best practices and public policy addressing family violence. Emphasis is placed on multidisciplinary responses to addressing the public health problem of family violence.

**NUR 674. Evaluation and Management of Occupational Health and Safety Programs. 3 Hours.**

The purpose of this course is to provide the occupational health student with a working knowledge of program planning and managerial processes in occupational settings. The focus is to prepare the student to actively explore factors that influence the delivery of occupational health and safety services. The emphasis will be on the decision-making processes related to financial management and resource allocation, along with management of health and safety programs.

**NUR 674L. Evaluation and Management of Occupational Health and Safety Programs. 2 Hours.**

The aim of NUR 674QL is to provide the occupational health student with a working knowledge of program planning and managerial processes in occupational settings. This graduate course is designed to give the master's student an opportunity to actively explore factors which influence the delivery of occupational health and safety services and to critically evaluate the role functions of managers of those services. Decision-making processes related to financial management and resource allocation, along with management of health and safety programs, will be emphasized. Planning for and implementing a worksite occupational health and safety intervention in industry at the aggregate level will be a major part of the course.

**NUR 686. Honors Seminar III: Project Implementation. 3 Hours.**

This required course for Honors Program students provides opportunities for implementation of an innovative evidence-based practice strategy which integrates human responses to health and illness and professional practice roles. Course content includes clinical or research experiences in innovative practice approaches, discussions of implications for evidence-based practice and professional nursing roles, and guidelines for preparation of manuscript and presentations. Professional expectations include dissemination of findings through a public forum and collaboration with agencies for integration of findings into practice.

**NUR 687. Supplemental Nursing Course for Support. 1 Hour.**

The purpose of this course is to introduce a structured format for students to review concepts and processes related to a specific patient population. This course focuses on the content presented throughout the program including pathophysiology, pharmacology, health assessment, evidence-based practice, leadership, and all specialty track content according to the program of study. The emphasis of this course is on test-taking strategies and the strengthening of the students' knowledge base.

**NUR 690. Independent Study in Nursing. 1-6 Hour.**

Course allows concentration on a selected topic of interest relevant to the Program of Studies.

**NUR 691. Independent Study in Clinical Nursing. 1-6 Hour.**

Course provides for clinical learning activities which are in addition to the activities in the regular clinical sequence of a given option. Students apply or test out theories and knowledge obtained in established or independent study theory courses.

**NUR 692. Clinical Practicum in Genetics. 1-2 Hour.**

Course provides students with the opportunity to apply concepts related to Genetic Principles and Issues in a clinical practicum experience. Students will work with an approved preceptor in a clinical site that provides genetic services to prenatal clients and in a site that serves children with known or suspected genetic disorders. Students will conduct genetic assessments, apply the nursing process to develop culturally-appropriate and ethical plans of care, participate as a member of an interdisciplinary team and use genetic counseling principles in interactions with families and children who have known or suspected genetic problems. Students will also implement an educational program related to genetics for nurses in a clinical or community setting.

**NUR 693. Genetics In Modern Healthcare and Personalized Medicine. 2-3 Hours.**

This elective for graduate students is an advanced study of genetics and genetic technologies which have revolutionized both healthcare and research. The goal of this course is to: (1) Enable students to understand the biology of genes and genetics and their role in healthcare, (2) Educate students on the role of genetic testing, sequencing, gene therapy, CRISPR-Cas9 and personalized medicine in modern healthcare, and (3) Educate students in the use of genetic technologies and how they can be incorporated into their research programs. This included making students aware of the resources available at UAB and training in the use and interpretation of GWAS, Next Generation Sequencing, microbiome, genetic repositories and microarrays. The course has been designed to accommodate distance learning and may either be taken as a 2 credit online course with flexible schedule or as a 3 credit hybrid course which included hands-on labs and paper discussion.

**NUR 697. Department of Transportation Medical Examiner Certification Review Course. 1 Hour.**

The purposes of this course are to: (1) introduce and assist the student to gain mastery of the regulations and guidelines set forth by the U.S. Department of Transportation related to medical fitness for duty determination of commercial motor vehicle drivers; and (2) provide the student with an opportunity to demonstrate competency in conducting a DOT medical examination in the laboratory setting.

**NUR 698. Research Practicum. 1-2 Hour.**

This graduate course is designed to give the master's nursing student an opportunity to actively participate in the research process. This practicum course allows students to assume limited responsibilities in the development, execution, and/or dissemination of a research study by performing selected roles within the research team. It is acknowledged that given the limited time allotted to the practicum, students may only have the opportunity to participate in one phase of a study due to the extended period usually required to initiate and conduct a study, or to compile the data to present results to target audiences. This course may include integration of the a wide range of experiences such as: using informatics, data management, using statistical analysis software programs, scholarly writing, and preparing or giving presentations to professional or lay audiences. The advanced practice role emphasis of this course is that of investigator and research collaborator.

**NUR 699. Thesis Research. 1-4 Hour.**

The thesis is the result of original research work undertaken by the student and the interpretation of those results. The document should also demonstrate the candidate's acquaintance with the literature of the field and with proper selection and execution of research methodology. The physical form of the thesis must comply with published departmental and university guidelines for theses and dissertations. The student works under the guidance of a major professor with a committee of faculty members. However, the obligations of research, accuracy, writing, and quality rest with the student. A public defense of this work is expected. A minimum of four hours of credit is required for completion of thesis hours, although a variable number of hours may be taken per term as necessary. The advanced practice role emphasis of this course is that of investigator, research collaborator, and author.

**Prerequisites:** GAC M

**NUR 700. Clinical Data Management and Analysis. 3 Hours.**

This required course provides students with the knowledge base to understand, collect, manage, and measure clinical data. Students will explore data collection and management processes, levels of measurement, basic statistics, and measurement for improvement in order to effectively use clinical data. Data entry exercises employed through analytical tools and statistical software packages will allow the students to practice and apply the basic data management and analysis skills needed for the evaluation of clinical data and evidence-based practice.

**NUR 701. Writing for Publication. 3 Hours.**

This course concerns the development of skills in writing, editing, and preparing manuscripts for publication from initial idea to submission of a publishable manuscript. The course emphasizes a writing process that encourages productivity and collegial peer review. Legal and ethical aspects of authorship prepare students for responsible practices expected of scholars. Students should have mastered basic writing skills, e.g., grammar, syntax, and computer skills, prior to enrolling in this course.

**NUR 706. Theory Building in Nursing. 4 Hours.**

This course focuses on the nature of knowledge in practice disciplines with an emphasis on philosophy of science as an underpinning for knowledge development and research; approaches to theory, statement, and conceptual development, and criteria for evaluation of theory. Students examine a variety of sources regarding the nature and modes of theory, model, and concept development in practice disciplines. They select research literature in their substantive area for isolation of concepts, theories, and research contexts to assess congruence between theoretical and operational systems, and suggest ways to remedy problems. They interpret research reports in their substantive area from a theory development and testing perspective, providing a visual schematic representation of their analysis. Through group interaction, they formulate conclusions about the state of the art and forecast directions for theory development as a basis for practice. Each student develops a personal philosophy of science. Admission to PhD program in nursing or permission of instructor.

**NUR 70A. Grad Nursing Elective. 3 Hours.****NUR 70B. Grad Nursing Elective. 3 Hours.****NUR 70C. Grad Nursing Elective. 3 Hours.****NUR 729. Evidence-Based Practice Design and Translation. 3 Hours.**

The purpose of this course is to provide students with models for evidence-based practice (EBP) design and improvement translation. Students learn to formulate clinical questions in answerable format, and search for and identify best research evidence. The focus of the course is to evaluate and critically appraise evidence for rigor and applicability to the clinical problem and is designed to improve clinical outcomes. Students will translate the evidence into practice environments for safe, high-quality care. Students will gain access to information that will support optimal clinical decision-making. Improvement translation sciences will also be introduced.

**NUR 730. Current Topics in Nursing. 1-3 Hour.**

A special topic seminar with variable focus.

**NUR 731. Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing. 3 Hours.**

This required core course in the Doctorate of Nursing Practice program provides an understanding of the use of theory and conceptual foundation to guide the complexity of specialty nursing practice at the doctoral level. The content is derived from the philosophical and scientific underpinnings of nursing, natural, and psycho-social sciences.(on-line) (Essential I).

**NUR 732. Design and Statistical Methods for Advanced Practice Nursing. 3 Hours.**

This required core course for the Doctorate of Nursing Practice program provides the student with the basis to search, retrieve, and manipulate statistical data. The focus of this course is on quantitative and qualitative methodologies, research design, and data analysis. The content provides essential knowledge for evaluation of research to guide evidence-based practice at the highest level. (Essential III).

**NUR 733. Informatics for Advanced Practice Nursing. 3 Hours.**

This course focuses on the collection, organization, analysis, and dissemination of information in nursing and health care. Students are introduced to the specialty of nursing informatics, the information system life-cycle, telemedicine, and the use of technology to enhance nursing care delivery and patient safety. Also, students learn how to design, use, and manipulate large and small patient databases for the analysis of patient outcomes.

**NUR 734L. Advanced Experiential Clinical Course. 1-6 Hour.**

This course provides the opportunity for DNP students to demonstrate excellence in providing complex care and leadership in healthcare settings.

**NUR 735. Population Health in Advanced Practice Nursing. 3 Hours.**

This course for the Doctor of Nursing Practice program prepares the student to implement specialty population-based disease prevention and health promotion activities to achieve national and international goals of improving worldwide health status. The course focuses on a spectrum of issues affecting health, which include emerging infectious diseases, emergency preparedness, disparities in health and healthcare services, and the impact of behavior and lifestyle choices on health.

**NUR 736. Application of Best Practices. 3-4 Hours.**

This course prepares the student to evaluate interdisciplinary clinical and health systems for best practices and outcomes in a specialty area. Students acquire the knowledge, skills and tools to support, promote, and implement evidence-based specialty practice in nursing and health care delivery systems to improve health outcomes. Emphasis is on the synthesis, critique, and application of evidence to support quality clinical and organizational practices.

**Prerequisites:** NUR 731 [Min Grade: C] and NUR 732 [Min Grade: C]

**NUR 737. Interprofessional Leadership Roles & Financial Considerations for Professional Practice. 3 Hours.**

This course is a required core DNP course that focuses on organizational and systems leadership and knowledge and skills critical to role development in independent and inter- and intra-disciplinary practice. Content includes communication, conflict resolution, collaboration and negotiation, leadership, and team functioning to maximize success in the establishment of safe, effective patient-centered care in complex environments.

**NUR 738L. DNP Project Development. 2-3 Hours.**

NUR 738L is a 3-hour seminar designed to assist the student in selecting an area of interest within a practice specialization, and in demonstrating professional competencies related to that area of interest. The student will document previously acquired abilities and competencies in a professional portfolio. Students will participate in the seminar to obtain guidance, be involved in discussion, and receive peer suggestions about the portfolio and project plans.

**Prerequisites:** (NUR 729 [Min Grade: B] or NUR 729 [Min Grade: B]) and (NUR 743 [Min Grade: B] or NUR 743 [Min Grade: B])

**NUR 739L. DNP Project Implementation and Evaluation. 1-7 Hour.**

This required course is the capstone clinical course in all advanced practice tracks. The student presents evidence of achievements and competencies in a professional portfolio. The practice residency is completed in a specialty area of the student's choice. One credit hour of each semester of the residency is devoted to classroom seminar. The seminar focuses on the aspects of the final practice project and interventions that promote health, prevent illness and disability, and alleviate health disparities. Small group sessions are formed for students who are at similar stages of completion of the course requirements. The final project is selected and planned by the student and the advisor, and is implemented during this course. The student completes the project, evaluates the outcomes, disseminates the findings, and makes a formal, scholarly presentation to faculty and peers.

**Prerequisites:** NUR 738L [Min Grade: P](Can be taken Concurrently) or NUR 738L [Min Grade: P](Can be taken Concurrently)

**NUR 740. Health Policy and Politics: Implications in Health Care. 3 Hours.**

This required core course in the Doctor of Nursing Practice program focuses on the basic principles of health policy and the influence of the political process as a systematic approach to health care in the United States and internationally. The course prepares students to assume complex leadership roles in order to advance specialty practice and health. This course focuses on the unique challenges of engaging and influencing health care policy in the U.S. and internationally. It is designed to develop skills, techniques, and approaches to the critical analysis of health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums. The health policy framework is analyzed from a governmental, institutional, and organizational perspective.

**NUR 741. Cancer Prevention and Control Training Program (CPCTP): Research Intensive. 2 Hours.**

Grants process and proposal writing in healthcare research using NIH predoctoral and postdoctoral applications. Strategies for successful proposal preparation include the production of elements required in PHS-398 research grant proposal.

**NUR 742. Program Evaluation and Methods. 3 Hours.**

The purpose of this course is to synthesize knowledge related to translational/implementation science models and strategies to improved health outcomes. The emphasis in the course is the use of program evaluation as a strategic planning tool to achieve positive changes in health status, to initiate quality improvement, to engage in risk anticipation, management and to facilitate organizational and system level changes.

**Prerequisites:** NUR 700 [Min Grade: B](Can be taken Concurrently) or NUR 700 [Min Grade: B](Can be taken Concurrently) and (NUR 729 [Min Grade: B] or NUR 729 [Min Grade: B])

**NUR 743. Evidence-Based Practice Strategies. 3 Hours.**

This course is a required core Doctor of Nursing Practice Program course, which expands on foundational evidence-based practice concepts to refine a problem statement and derive a searchable and answerable clinical question. Content includes conducting a systematic review of the literature to guide the selection of methods, strategies, tools and metrics needed to complete a successful scholarly project. The course also addresses targeted strategies for disseminating evidence associated with scholarly projects.

**Prerequisites:** NUR 729 [Min Grade: B]

**NUR 744. Program Evaluation and Methods. 3 Hours.**

The purpose of this course is to synthesize knowledge related to translational/implementation science models and strategies to improve health outcomes. The emphasis in the course is the use of program evaluation as a strategic planning tool to achieve positive changes in health status, to initiate quality improvement, to engage in risk anticipation, management and to facilitate organizational and system level changes.

**Prerequisites:** NUR 700 [Min Grade: B] and NUR 729 [Min Grade: B] and NUR 743 [Min Grade: B]

**NUR 745. Foundations of Scholarly Writing. 3 Hours.**

The purpose of this course is to provide students with the skills necessary for articulating concepts in a logical and scholarly manner. The focus of the course is on the development of literacy skills needed to locate, analyze, and apply information using a variety of techniques and resources. The emphasis is on the development of skills in writing and editing the manuscript using scholarly grammar, syntax, punctuation, and sentence and paragraph structure.

**Prerequisites:** NUR 737 [Min Grade: B](Can be taken Concurrently)

**NUR 750. Quantitative Research Methods. 3 Hours.**

This course is a survey of quantitative research methods and the first required, research core course in the doctoral nursing program. The course is designed to prepare doctoral nursing students with the research knowledge and skills to: (1) use current research findings to improve practice, (2) use the process of research to examine questions identified in one's own nursing practice, and (3) contribute to expansion of nursing's knowledge base. This course will also include integration of the following elements and/or activities: critical thinking, synthesis of quantitative research literature, scholarly writing, scientific integrity and ethics, human diversity, and social issues. The advanced practice role emphasis of this course is that of investigator, research collaborator, and content expert in a selected practice field. Students must have a solid foundation in computer utilization and accessing scientific sources by Internet.

**NUR 751. Philosophical Foundations of Science. 3 Hours.**

The purpose of this course is to introduce the student to the concept of truth, and scientific worldviews used to confirm or refute truth over the course of history and during specific periods of social and political contexts. The overall desired student outcome of students participating in the course is demonstrated skill in analysis and application of diverse approaches to knowledge development to research.

**NUR 752. Responsible Conduct of Research: A Cross-Cultural Perspective. 3 Hours.**

This course will examine a wide range of historical and modern treatises that have shaped ethical practice in the dominant western culture as well as medical ethical theories in other cultures. The course will emphasize comparing and contrasting various world views of ethical research practice from a cultural and global perspective. The content will focus on the pillars of liberal political theory which include respect for persons, autonomy, justice and rights-based codes. In addition, the expectations and regulations of Institutional Review Boards will be examined with an emphasis on developing effective strategies to anticipate procedural problems and expedite approval of student research applications. In addition, students will complete and provide proof of current completion of the UAB IRB training course (within 12 months) as an initial pass/fail learning activity. This course will also include integration of the following elements and/or activities: critical thinking, informatics, collaboration, scholarly writing, preparing/giving professional presentations, theory evaluation and application, human diversity, cultural competence, global concerns and health disparity issues. The advanced role emphasis of this course is that of investigator, research collaborator, and content expert in a selected practice field.

**NUR 753. Nursing as a Scientific Discipline. 2 Hours.**

The purpose of this course is to provide students with an overview of the processes of knowledge development and contributions of nursing to scientific knowledge. The course focuses on multiple ways of knowing and strategies for expanding knowledge to meet changing societal needs. Students will have an opportunity to appraise different modes of inquiry that contribute to knowledge development as well as integrate different scientific perspectives into a trajectory of research within nursing and multidisciplinary contexts.

**NUR 754. Issues in Leadership and Health Policy. 3 Hours.**

This graduate core course is designed to prepare doctoral nursing students with advanced theory in health care leadership and analysis of health policy: (1) examine theories of leadership behavior to improve the delivery and or provision of nursing care, (2) examine aspects of leadership in policy analysis and advocacy, (3) develop an evidence-based foundation for practice as a nursing leader and (4) contribute to the improvement of patient care across the health care continuum through leadership. This course will also include integration of the following elements and /or activities: critical thinking, informatics, current technologies for information retrieval and data management, collaboration, scholarly writing, preparing/giving professional presentations, theory evaluation and application, scientific integrity and ethics, human diversity, cultural competence and health disparity issues. The advanced role emphasis of this course is that of research team leader, academic administrator, health policy advocate and content expert in a selected practice field. Admission to the Doctorate of Philosophy (PhD) Program of the School of Nursing.

**NUR 755. Critical Analysis of Theories, Models, and Frameworks. 3 Hours.**

The purpose of this course is to identify the underlying concepts and theories that will serve as the basis of conducting research in a focused area. Through literature review and discussion students will challenge each other to link the most relevant theory(s) including physiological, behavioral, and other theories of health and illness to their developing research questions. Students will perform a concept analysis relevant to their proposed area of research focus in order to begin to understand the complexity and issues of measurement and testing that they will face as they undertake rigorous study.

**Prerequisites:** NUR 751 [Min Grade: B] and NUR 753 [Min Grade: B]

**NUR 756. Applied Statistical Analysis Techniques. 4 Hours.**

This required core course in the Doctor of Philosophy program is intended to provide the student with the basis to search, retrieve, and manipulate statistical data. It provides an underpinning for the understanding of research methods and findings, and supports clinical scholarship practice.

**NUR 757. Health Services Research in Nursing. 3 Hours.**

The purpose of this course is to introduce health services research to a nursing audience. Students will gain an understanding of the domains of health services research, to include organizational systems research, patient outcomes research, improvement science, and program evaluation through analyzing studies that seek to answer contemporary problems in our health care system, particularly as they apply to nursing aspects of patient care. They will have the opportunity to identify critical problems in health care delivery, pose research questions and hypotheses, explore existing and innovative indicators and sources of data, and develop skill in analyzing such data. Students will also develop an appreciation for the broad implications of health services research in nursing.

**NUR 758. Research and Health Policy. 3 Hours.**

This graduate core course is designed to prepare PhD nursing students for designing research and translating evidence so as to influence health policy. This course will include integration of the following elements and/or activities: critical thinking, informatics, current technologies for information retrieval and data management, collaboration, scholarly writing, preparing/giving professional presentations, theory evaluation and application, scientific integrity and ethics, human diversity, cultural competence and health disparity issues.

**NUR 759. Writing the Career Development Grant Proposal. 1 Hour.**

The purpose of this course is to prepare PhD students in the foundations of writing grants for external funding. The Course addresses the grants process and proposal writing in healthcare research using the NIH pre-doctoral application as a template. Strategies for successful proposal preparation including development of elements required in NIH research grant proposal are covered.

**Prerequisites:** NRM 750 [Min Grade: B](Can be taken Concurrently) and NRM 752 [Min Grade: B]

**NUR 760. Scientific Dissemination. 1 Hour.**

The purpose of this course is to provide the student an understanding of why dissemination is essential for scientific advancement, with particular emphasis on peer-reviewed journals. To accomplish this, students will be provided with the basic components of writing a peer-reviewed manuscript for publication. Students will be provided a framework for how to generate a detailed outline for a scientific manuscript. Topics to be addressed include but are not limited to plagiarism, self-plagiarism, referencing guidelines (e.g., Endnote), and strategies for improving dissemination productivity. Additional topics to be addressed include: rules and responsibilities of authorship, copyright and conflict of interest, how to select a journal (i.e., impact factors, pros and cons of open access journals), the role of the editor and reviewers, the importance of adhering to journal guidelines and instructions, how and why to contact the editor, how to negotiate electronic submission portals, the peer-review process, how to respond to journal reviewers' feedback, and monitoring production details after the article is accepted (i.e., reviewing galley proofs, communication with production staff).

**NUR 787. Supplemental Nursing Course for Support. 1 Hour.**

The purpose of this course is to introduce a structured format for students to review concepts and processes related to a specific patient population. This course focuses on the content presented throughout the program including pathophysiology, pharmacology, health assessment, evidence-based practice, leadership, and all specialty track content according to the program of study. The emphasis of this course is on test-taking strategies and the strengthening of the students' knowledge base.

**NUR 790. Independent Study in Nursing. 1-9 Hour.**

Independent Study in Nursing.

**NUR 791. Independent Study in Clinical Nursing. 1-9 Hour.**

Independent Study in Clinical Nursing.

**NUR 797. Writing the Dissertation. 3 Hours.**

The purpose of this course is to guide students in the development of an internally consistent dissertation research proposal that can be successfully defended as they progress toward candidacy. In addition, students will explore strategies for discussing research results and their contributions to the state of the science and theory development. Students are to work closely with their dissertation chair and members of their dissertation committee while developing the proposal.

**Prerequisites:** NRM 781 [Min Grade: B] or (NRM 783 [Min Grade: B] and NRM 798L [Min Grade: B])

**NUR 798. Research Practicum. 1-9 Hour.**

Research Practicum. The research practicum is a series of course credits taken throughout the student's doctoral coursework to provide continuous experience under the supervision of the mentor.

**NUR 799. Dissertation Research. 1-9 Hour.**

Dissertation Research - Prerequisites: Comprehensive Examination and admission to candidacy.

**Prerequisites:** GAC Z