

# School of Nursing

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Degree Offered:	D.N.P.
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Degree Offered:	M.S.N.
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## A.M.N.P. Program Description

The Accelerated Master's Entry to Nursing Pathway (AMNP) is an alternate pathway into the existing master's in nursing (MSN degree) for applicants who have a bachelor's degree in a field other than nursing, who are not registered nurses, and who seek MSN preparation. Students may apply for continued graduate options while in the AMNP coursework to start after successful completion of the AMNP. The AMNP was developed in response to the growing need for well-educated, highly skilled professionals who can manage complexity within clinical environments.

## A.M.N.P. Admission Requirements

Admission is based on the applicant's academic record and all application materials at the time of the application deadline. \*All grades (UAB and other colleges/universities) from previous college course work must be posted on applicant's UAB transcript by the application deadline. Courses in progress must be validated with a letter from the college or university students are attending. Accelerated Masters in Nursing Pathway (AMNP) - School of Nursing | UAB.

- Applicants must have earned a minimum of a baccalaureate degree from a regionally accredited college/university prior to beginning

classes. Applications are completed through the School of Nursing at: <http://www.uab.edu/nursing/home/apply-now>.

- Upon receipt of ALL official transcripts, course work will be evaluated for advisement purposes regarding AMNP Foundational Courses.
- Pre-requisites: Students are eligible to apply if they will have successfully completed a minimum of 29 semester credit hours by the Application Deadline of the AMNP Pre-requisite Foundation Coursework (listed on the next page). The final minimum cumulative/overall and Pre-requisite Foundation Coursework GPA must be a 3.0 or greater. Once you have applied through UAB Graduate School, and upon receipt of ALL official transcripts, your coursework will be evaluated for advisement purposes. Completion of AMNP foundation/pre-requisite courses with at least a 3.0 GPA and a "C" or better in each course: Human Anatomy, Human Physiology, Microbiology, Chemistry I with lab, Chemistry II with lab or core science (excluding Geology or Astronomy), Developmental Psychology, Descriptive Statistics, Core Mathematics such as Pre-Calculus or Finite Mathematics, and Nutrition. Accelerated Masters in Nursing Pathway (AMNP) - School of Nursing | UAB
- GPA: The minimum cumulative AND foundational GPA for all AMNP applicants is 3.0 at the time of application. Admission is competitive and is based on space availability. A minimum cumulative GPA of 3.0 does not guarantee admission to the School of Nursing. It is strongly recommended that applicants to the School of Nursing demonstrate a record of full-time study; a minimum number of course repeats/grade forgiveness options, and withdrawals.
- A minimum score of 410 on the MAT; or a minimum score of 480 on the GMAT; or a combined score of 297 on the verbal and quantitative sections of the Graduate Record Examination (GRE). Students who have a 3.2 GPA or better may waive this requirement.
- Test Waiver: The GRE/GMAT/MAT Waiver process allows eligible candidates for master's study to have this requirement waived if they meet the following criteria: Have earned a baccalaureate degree from a regionally accredited university and have a cumulative GPA of 3.2 on a 4.0 scale. Approval for the waiver does not imply or guarantee admission to the AMNP. The following individuals are not eligible for the waiver process: International applicant and Non-native English speaking applicants. Candidates not eligible for the Waiver Process will be required to take the GRE/GMAT/MAT and submit an official score by the application deadline. Upon receipt of the applicant's transcripts, the Office of Student Affairs at the SON will verify with the student that they do not need to take one of the following: GRE/GMAT/MAT.
- International students must achieve a TOEFL examination score of at least 500;
- Three (3) letters of professional reference attesting to the applicant's potential for graduate study.
- A resume, outlining health care interest/experience, campus/community involvement, leadership, and employment will be due by the application deadline. Resumes should not be more than one page in length. Applicants are strongly encouraged to provide proof of work/volunteer experience in a healthcare setting as part of the application process. The healthcare work is to be documented by letters from a supervisor (on agency letterhead). Completion of a nursing skills course does not meet these criteria.
- Interviews: Due to the competitive nature, not all candidates that apply will be invited for interviews. Applicants will be notified if they are invited to participate in the interview round for continued consideration for admission. Interviews will be conducted in either

October or November. You will be given ample time to plan for a trip to campus if you are selected to be interviewed. Students will be notified shortly after the interviews of our admission decision.

## A.M.N.P. Degree Requirements

AMNP provides pre-licensure coursework leading to a Master of Science in Nursing, MSN, degree. Students should be prepared to dedicate 40 hours or more a week to coursework and clinicals. Students find that it is not feasible for them to work while completing coursework and clinicals. AMNP is live and not distance accessible.

The pre-licensure:

58 Credits, 840 contact hours. Consists of 12 months of full-time study in which students complete the required courses and clinical experiences and are eligible to apply for licensure as a registered nurse.

Students emerge with the knowledge and skills required to function as a registered nurse through an intense learning experience. Upon successful completion of pre-licensure requirements, the UAB University Registrar sends a certified letter to the Alabama Board of Nursing stating that students have successfully completed requirements and are eligible to take the National Certification Licensure Exam for RNs (NCLEX-RN). Students who successfully complete the NCLEX-RN may apply for licensure and for employment as a Registered Nurse.

The Master of Science in Nursing:

The MSN degree provides an entry-level focus in healthcare technology and transitional care while allowing for further graduate nursing education into multiple pathways of graduate nursing studies

## A.M.N.P. Program Goals

The MSN program of study is designed to prepare nurses who: synthesize research, theoretical formulations, and principles of scientific inquiry to provide evidence-based practice; assume leadership in managing and evaluating continuous quality improvement processes; use information systems/technology to evaluate programs of care, outcomes of care and care systems; advocate and implement health care policies that improve access, equity, efficiency, and social justice in the delivery of health care; design innovative educational programs for patients, nursing staff, and nursing students using teaching and learning principles; provide ethical, culturally sensitive care in an advanced nursing role independently and collaboratively with professionals from multiple disciplines; monitor the quality of one's own nursing practice based on professional practice standards and relevant statutes and regulations; and apply theories and principles of marketing, economics, consultation, management, and leadership to comprehensively perform an advanced nursing role.

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## Master of Science in Nursing

### Program Description

The Master of Science in Nursing (MSN) curriculum prepares nurses for advanced nursing practice and generalist practice. MSN graduates are prepared to practice in a variety of roles in a health care system requiring

advanced knowledge of patient/client care delivery and a high level of critical thinking. In addition, MSN graduates have a foundation for future doctoral study in nursing.

- Preparation as a nurse practitioner in family; adult/gerontology; pediatric primary, dual (primary and acute) pediatric care; neonatal acute and continuing care; women's health, or psychiatric-mental health
- Preparation in the rapidly evolving area of nursing and health systems management
- Preparation as a clinical nurse leader

Students may also select: the Registered Nurse First Assist (RNFA), forensics, palliative care, oncology, emergency care, and education subspecialty course work are also available.

**PROGRAM SCHEDULING:** Students admitted to a master's study in the summer and fall terms in most specialty tracks. Students will follow a part-time program of study. Students follow prescribed courses; however, individual needs are considered. All core courses and selected specialty courses are available via distance education. Additionally, please refer to the UAB online website to ensure we are approved in your state <https://www.uab.edu/elearning/students/state-authorization>

**CLINICAL SCHEDULE:** Clinical experiences for the MSN student are coordinated with your faculty. The student contracts to work with a clinical preceptor who is a certified registered nurse practitioner, a registered nurse, or a physician. The total number of clinical hours required varies depending on the specialty. Students must have a current RN license in the state where they do their clinical practice prior to enrolling in the advanced practice courses.

### NURSE PRACTITIONER ACUTE AND CONTINUING CARE

Acute and continuing care nursing at UAB School of Nursing is a holistic approach to health care that focuses on the needs and strengths of the acutely or critically ill adult, neonate, or pediatric client.

### NURSE PRACTITIONER PRIMARY CARE

Primary care nursing is a holistic approach to health care that focuses on the needs and strengths of the whole person within families and communities; health promotion; disease prevention, and the identification and management and/or referral of health problems. Students with an interest in primary care may select advanced study in adult, family, pediatric, or women's health nursing.

### OTHER OPTIONS

Other options in the graduate program include a post-baccalaureate certificate preparing students to teach in nursing; a post-master's program of study to prepare nurse practitioners, an RN-BSN and an RN-MSN track that incorporates course work at the master's level, and a BSN-PhD option. For more information on all options, please visit <https://www.uab.edu/nursing/home/academics/masters>

### NURSING AND HEALTH SYSTEMS MANAGEMENT

Nurses enrolled in this option may elect to study Nursing and Health Systems Administration or Nursing Informatics. Informatics may be defined as a combination of computer science, information science, and nursing designed to assist in the management and processing of nursing data, information, and knowledge designed to support the practice

of nursing and delivery of nursing care. Nursing informatics practice focuses on organization, analysis, and dissemination of information.

## Non-Degree Options at the MSN Level

The Post-Master of Science in Nursing (MSN) certificate track curriculum prepares nurses for advanced nursing practice as a nurse practitioner.

This option is available for nurses who hold or are eligible for an advanced practice certification. MSN graduates who wish to take a designated program of study in preparation for sitting for one of the nurse practitioner certification examinations may apply for non-degree graduate status. Applicants for the Post MSN NP Option are considered on an individual basis, depending on NP practice experience and previous coursework. Applicants that are determined to be ineligible for the Post MSN NP Option will be encouraged to apply for a second MSN degree. Post-master's non-degree students will be not awarded a degree, not be eligible to participate in commencement activities, and may not qualify for financial aid or scholarships. Students that successfully complete the course work will receive documentation confirming that the course work meets the requirements to be eligible to take the advanced certification exam. [Post-Graduate APRN Certificate - School of Nursing | UAB](#)

The non-degree graduate student classification also makes selected master's-level nursing courses available to persons who have a bachelor's degree in nursing from a regionally accredited institution.

Students interested in the non-degree graduate student classification and the non-degree options below will need to contact UAB School of Nursing Office for Student Success at 205-975-7529 for application instructions.

The UAB School of Nursing offers several subspecialty areas of coursework that may be completed as part of the MSN degree or as a non-degree Post-MSN option by practicing nurse practitioners who have already completed the MSN degree. Current sub-specialty options can be viewed at [Subspecialty Options - School of Nursing | UAB](#)

In addition to the non-degree graduate student classification to take selected courses, there are two non-degree options for post-BSN students in Teaching and Registered Nurse First Assist (RNFA)

**Teaching Certificate for Post BSN Applicants**-Additionally, applicants at the post-baccalaureate level may choose to seek certification to prepare for the faculty role.

**Registered Nurse First Assist (RNFA) Certificate for Post-Baccalaureate Applicants**- A Registered Nurse First Assistant (RNFA) is prepared to practice in a variety of acute or critical care settings. The RNFA, in collaboration with the surgeon, provides continuous and comprehensive patient care throughout the perioperative period.

## M.S.N. Program Goals

The MSN program of study is designed to prepare nurses who: synthesize research, theoretical formulations, and principles of scientific inquiry to provide evidence-based practice; assume leadership in managing and evaluating continuous quality improvement processes; use information systems/technology to evaluate programs of care, outcomes of care and care systems; advocate and implement health care policies that improve access, equity, efficiency, and social justice in the delivery of health care; design innovative educational programs for patients, nursing staff, and nursing students using teaching and learning principles; provide ethical, culturally sensitive care in an advanced nursing role independently and collaboratively with professionals from multiple

disciplines; monitor the quality of one's own nursing practice based on professional practice standards and relevant statutes and regulations; and apply theories and principles of marketing, economics, consultation, management, and leadership to comprehensively perform an advanced nursing role.

## M.S.N. Admission Requirements

To apply to the MSN program please visit: <https://www.uab.edu/nursing/home/apply-now>

For more information please visit please contact UAB School of Nursing Office for Student Success at 205-975-7529 or go to <https://www.uab.edu/nursing/home/msn-specialty-tracks> for more information on specialty and subspecialty course options.

Requirements for admission for the MSN degree include the following:

- BSN degree from a regionally accredited institution, equivalent to the one offered by the School of Nursing, UAB;
- Cumulative grade point average of at least 3.0 on a 4.0 scale or on the last 60 semester hours; (Graduates of baccalaureate degree programs in countries other than the United States must have their baccalaureate degree transcripts evaluated by the Educational Credential Evaluators, Inc. OR The World Education Services Organization);
- Combined score of 297 on verbal and quantitative sections of the GRE; or score of 410 on the MAT; or score of 480 on the GMAT; Test scores submitted to UAB from the GRE, GMAT, or MAT must not be over 5 years old. Applicants with a 3.2 GPA or better may waive the Test Score requirement if they meet the criteria, please see: **GRE/GMAT/MAT Waiver Process for degree seeking MSN students**;
- International students must achieve a TOEFL examination score of at least 550; and
- Three (3) letters of professional reference attesting to the applicant's potential for graduate study.
- **All prospective students that desire to apply to UAB SON must do so through the application link at: <http://www.uab.edu/nursing/home/apply-now>**

\*For **non-nursing** bachelor's prepared students, an alternate master's in nursing option is available: <https://www.uab.edu/nursing/home/academics/masters/amnp>

\*\*The following individuals are not eligible for the GRE waiver process:

- International applicants
- Non-Native English speaking applicants
- Dual degree seeking program applicants MSN/MPH

### For International Students:

- This program is distance-accessible and therefore **not** eligible for applicants entering the US in F-1 or J-1 student status
- If you plan to enroll with an immigration status other than F or J, please email UAB International Admissions at [IntlAdmin@uab.edu](mailto:IntlAdmin@uab.edu) for confirmation of your eligibility for the program
- All foreign transcripts evaluated by the Educational Credential Evaluators, Inc [www.ece.org](http://www.ece.org) OR the World Education Services [www.wes.org](http://www.wes.org), sent from the evaluators directly to the School of Nursing with a course by course evaluation
- A degree equivalent to a bachelor's degree from a regionally accredited educational college/university in the United States

- A score of 500 or higher on the Test of English as a Foreign Language, TOEFL
- Standardized test score. A minimum combined score of 297 on the verbal and quantitative sections of the Graduate Record Examination (GRE).
- Possess an unencumbered and unrestricted nursing license to practice nursing in the state where you plan to conduct your clinical practicum

## Master of Science in Nursing-Nurse Practitioner Core & Foundation Courses

Requirements	Hours
NUR 737 Interprofessional Leadership Roles & Financial Considerations for Professional Practice (or NUR 604)	3
NUR 612 Advanced Pathophysiology	3
NUR 735 Population Health in Advanced Practice Nursing	3
NUR 729 Evidence-Based Practice Design and Translation	3
NUR 613 Pharmacology and Therapeutics	3
NUR 614 Advanced Health Assessment and Introduction to Diagnostic Reasoning	3
<b>Total Hours</b>	<b>18</b>

## Adult-Gerontology Primary Care Nurse Practitioner

Requirements	Hours
NAH 618L Focus on Advanced Nursing Practice Specialization	3
NAH 621 Advanced Adult Gerontology Nursing I - Primary Care	5
NAH 685L Practicum I: Adult/Gerontology Nurse Practitioner	3
NAH 622 Advanced Adult Gerontology Nursing II - Primary Care	4
NAH 686L Practicum II: Adult/Gerontology Nurse Practitioner - Primary Care	3
NAH 623 Advanced Adult Gerontology Nursing III - Primary Care	5
NAH 692L Practicum III: Adult/Gerontology Nurse Practitioner - Primary Care	4
<b>Total Hours</b>	<b>27</b>

## Pediatric Acute Care Nurse Practitioner

Requirements	Hours
NCC 622 Advanced Pediatric Nursing II - Acute Care	4
NCC 618L Focus on Advanced Nursing Practice Specialization	3
NCC 621 Advanced Pediatric Nursing I - Acute Care	5
NDP 625 Advanced Dual Option Pediatric Nurse Practitioner	2
NCC 685L Clinical Practicum I: Advanced Pediatric Nursing - Acute Care	3
NCC 686L Clinical Practicum II: Advanced Pediatric Nursing - Acute Care	3
NCC 692L Clinical Practicum III: Advanced Pediatric Nurse Practitioner - Acute Care	4
<b>Total Hours</b>	<b>24</b>

## Pediatrics Primary Care Nurse Practitioner

Requirements	Hours
NPE 618L	2
NPE 618L Focus on Advanced Nursing Practice Specialization	

NPE 621	Advanced Pediatric Nursing I - Primary Care	5
NPE 685L	Practicum I: Pediatric Nurse Practitioner -Primary Care	3
NPE 622	Advanced Pediatric Nursing II - Primary Care	4
NPE 686L	Practicum II: Pediatric Nurse Practitioner -Primary Care	3
NPE 623	Advanced Pediatric Nursing III - Primary Care	5
NPE 692L	Practicum III: Pediatric Nurse Practitioner -Primary Care	4
<b>Total Hours</b>		<b>26</b>

## Neonatal Nurse Practitioner

Requirements	Hours
NNE 618L Focus on Advanced Nursing Practice Specialization	3
NNE 621 Advanced Neonatal Nursing I	4
NNE 622 Advanced Neonatal Nursing II	4
NNE 685L Practicum I: Neonatal Nurse Practitioner	4
NNE 686L Practicum II: Neonatal Nurse Practitioner	4
NNE 623 Advanced Neonatal Nursing III	3
NNE 692L Practicum III : Neonatal Nurse Practitioner	5
<b>Total Hours</b>	<b>27</b>

## Family Nurse Practitioner

Requirements	Hours
NFH 618L Focus on Advanced Nursing Practice Specialization	3
NFH 621 Advanced Family Nursing I	3-5
NFH 622 Family Nurse Practitioner II	3-4
NFH 623 Family Nurse Practitioner III	5
NFH 685L Practicum I: Family Nurse Practitioner	3
NFH 686L Practicum II: Family Nurse Practitioner	3
NFH 692L Practicum III: Family Nurse Practitioner	3-6
<b>Total Hours</b>	<b>23-29</b>

## Adult-Gerontology Acute Care Nurse Practitioner

Requirements	Hours
NCA 618L Focus on Advanced Nursing Practice Specialization	3
NCA 621 Advanced Adult/Gerontology Nursing I - Acute Care	5
NCA 685L Practicum I: Adult/Gerontology Nurse Practitioner- Acute Care	3
NCA 622 Adult Gerontology Acute Care Nursing Practice II	4
NCA 686L Practicum II: Adult/Gerontology Nurse Practitioner- Acute Care	3
NCA 623 Advanced Adult/Gerontology Nursing III -Acute Care	5
NCA 692L Practicum III: Adult/Gerontology Nurse Practitioner- Acute Care	4
<b>Total Hours</b>	<b>27</b>

## Adult-Gerontology Acute Care NP with Registered Nurse First Assistant

Requirements	Hours
NCA 618L Focus on Advanced Nursing Practice Specialization	3
NCA 621 Advanced Adult/Gerontology Nursing I - Acute Care	5
NCA 685L Practicum I: Adult/Gerontology Nurse Practitioner- Acute Care	3
NCA 622 Adult Gerontology Acute Care Nursing Practice II	4

NCA 686L	Practicum II: Adult/Gerontology Nurse Practitioner-Acute Care	3
NCA 692L	Practicum III: Adult/Gerontology Nurse Practitioner-Acute Care	4
NCA 623	Advanced Adult/Gerontology Nursing III -Acute Care	5
NFA 620	Surgical Techniques	3
NFA 621		5
NFA 621	Advanced Perioperative Nursing I	
NFA 622	Advanced Perioperative Nursing I: Practicum	1-3
<b>Total Hours</b>		<b>36-38</b>

NTC 683L	Teaching Practicum in Nursing	1-3
<b>Total Hours</b>		<b>15-18</b>

## Nursing Informatics

Requirements	Hours	Hours
NHSL 604	Developing the Advanced Nurse Leader	3
NHSL 606	Evidence-Based Translation and Management	3
NHSL 610	Health Care Systems for Advanced Leaders	3
NHSA 631	Advanced Quality and Patient Safety	3-4
NNI 631	Foundations of Nursing Informatics-Scope of Practice, Models, Standards, and Theories	3
NNI 632	Nursing Informatics Systems Analysis and Design	4
NNI 633	Informatics and Information Technology Review to Advance Care	3
NNI 685L	Nursing Informatics: Practicum I	2
NNI 686L	Nursing Informatics: Practicum II	2
NNI 634	Informatics Project Evaluation/Human Factors Students will also take NNI 636 for 3 credit hours	3
NNI 635	Essentials of Project Management for Nursing Information Specialists	3
<b>Total Hours</b>		<b>32-33</b>

## Women's Health Care Nurse Practitioner

Requirements	Hours	
NWH 618L	Focus on Advanced Nursing Practice Women	3
NWH 631	Advanced Women's Health Nursing I	5
NWH 685L	Practicum I: Women's Health Care Nurse Practitioner	3
NWH 632	Advanced Women's Health Nursing II	4
NWH 686L	Practicum II: Women's Health Care Nurse Practitioner	3
NWH 692L	Practicum III: Women's Health Care Nurse Practitioner	4
<b>Total Hours</b>	<b>22</b>	

<b>Total Hours</b>		<b>32-33</b>
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## Psychiatric/Mental Health Nurse Practitioner

Requirements	Hours	
NPN 618L	Focus on Advanced Nursing Practice Specialization	3
NPN 621	Advanced Psych Mental Health Nursing I	5
NPN 685L	Practicum I: Psychiatric Nurse Practitioner	3
NPN 622	Advanced Psychiatric/ Mental Health Nursing II	5
NPN 686L	Practicum II: Psychiatric/ Mental Health Nurse Practitioner	3
NPN 623	Advanced Psychiatric/ Mental Health Nursing III	4
NPN 692L	Practicum III: Psych Mental Health Nurse Practitioner	4
<b>Total Hours</b>	<b>27</b>	

<b>Total Hours</b>		<b>32-33</b>
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## MSN Nurse-Midwifery Pathway

Requirements	Hours	
NMW 606	Midwifery Foundations	3
NMW 618L	Focus on Advanced Nursing Practice Specialization	3
NMW 621	Ambulatory Care	5
NMW 622	Intrapartum, Postpartum, Newborn Care	5
NMW 623	Midwifery Integration	4
NMW 685L	Nurse-Midwifery Practicum I	4
NMW 686L	Nurse-Midwifery Practicum II	4
NMW 692L	Midwifery Practicum III	5
<b>Total Hours</b>	<b>33</b>	

<b>Total Hours</b>		<b>35</b>
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## Nurse Educator

Requirements	Hours	
NTC 660	Foundations of Evidence-Based Nursing Education	3
NTC 650	Instructional Strategies For Teaching in Nursing	3
NTC 658	Simulation and Classroom Technologies for Student Learning	2-3
NTC 652	Program and Curriculum Development	3
NTC 654	Evaluation of Instruction in Nursing	3
<b>Total Hours</b>		

<b>Total Hours</b>		<b>38</b>
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## Nursing Health Systems Administration

Requirements	Hours	
NHSA 616	Nursing Financial Management	4
NHSL 604	Developing the Advanced Nurse Leader	3
NHSL 606	Evidence-Based Translation and Management	3
NHSL 610	Health Care Systems for Advanced Leaders	3
NHSA 617L	Nursing Financial Management Practicum	2
NHSA 618	Human Resource Management	3
NHSA 631	Advanced Quality and Patient Safety	4
NHSA 681L		4
NHSA 681L	Advanced Quality and Patient Safety Practicum	
NHSA 632	Nursing and Health Systems Administration I	4
NHSA 682L	Nursing and Health Systems Administration I Practicum	2
NHSA 633	Nursing and Health Systems Administration II	4
NHSA 683L	Nursing and Health Systems Administration II Practicum	2
<b>Total Hours</b>		

<b>Total Hours</b>		<b>38</b>
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## Additional Requirements

Candidates for the MSN degree must complete the following requirements: Completion of all coursework and clinical experiences based on the student's Program of Studies, with an overall GPA of 3.0 or better, and grades of B or better in all required courses in the School of Nursing.

Prospective students should use this [checklist](#) to obtain specific admissions requirements on how to apply to Graduate School.

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## Post-BSN to Doctor of Nursing Practice Pathway for Nurse Anesthesia

A Nurse Anesthetist, or Certified Registered Nurse Anesthetist (CRNA), is a licensed advanced practice nurse. After completing extensive didactic and clinical education and training, CRNAs become nationally certified. CRNAs safely administer over 40 million anesthetics to patients each year in the United States. They practice in a variety of settings in the private and public sectors and in the U.S. military, including traditional hospital surgical suites and obstetrical delivery rooms, ambulatory surgery centers, pain clinics, and physicians' and dentist offices.

The Post-BSN to DNP Pathway for Nurse Anesthesia is accredited by the [Council on Accreditation of Nurse Anesthesia Educational Programs \(COA\)](#) with full continued accreditation through May 2031.

The Post-BSN to DNP Pathway for Nurse Anesthesia also received IFNA Accreditation in August 2021 having completed all requirements of the Anesthesia Program Approval Process established by the [International Federation of Nurse Anesthetists](#) (Date of next review: July 2026).

## Professional Program Admission Requirements

### Prospective students must meet the following requirements for admission:

- A minimum of a bachelor's degree in nursing (BSN) from a regionally accredited institution or the equivalent (e.g., entry-level masters in nursing degree such as the UABSON Accelerated Master's in Nursing Pathway for individuals with a minimum of a bachelor's degree in a non-nursing field).
- Active, unencumbered/unrestricted registered nurse license in the state where you will be completing your coursework (didactic and clinical) is required to apply. *If admitted, a multi-state compact license will be required before matriculation into the Post-BSN to DNP Pathway for Nurse Anesthesia.*
- Both UAB and the School of Nursing must have current authorization to operate in the state.
- An undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale.
- Post-BSN to DNP Pathway for Nurse Anesthesia applicants must have a minimum grade point average of 3.0 on their science prerequisite courses and a grade of 'C' or higher in all other pre-requisite courses. The pre-requisite courses consist of Human

Anatomy (3-4 semester credit hours), Physiology (3-4 semester credit hours), Microbiology (3-4 semester credit hours), College Chemistry (3-4 semester credit hours), Descriptive Statistics (3 semester credit hours), and Pre-Calculus or Finite Mathematics or higher (3-4 semester credit hours).

- At least 11 months experience as an RN in a critical care setting by the July application interview, and continued employment in the critical care setting until pathway matriculation the following May. It is recommended that critical care experience fall within the past 4 years.
- Critical care experience - Critical care experience must be obtained in a critical care area within the United States, its territories or a US military hospital outside of the United States. During this experience, the registered professional nurse has developed critical decision making and psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques.
- A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (e.g., pulmonary artery, central venous pressure, and arterial catheters), cardiac assist devices, mechanical ventilation, and vasoactive infusions. Examples of critical care units may include but are not limited to: surgical intensive care, cardiothoracic intensive care, coronary intensive care, medical intensive care, pediatric intensive care, and neonatal intensive care. Those who have experiences in other areas may be considered provided they can demonstrate competence with managing unstable patients, invasive monitoring, ventilators, and critical care pharmacology. ([COA Standards for Accreditation 2020](#))
- Three (3) letters of professional reference attesting to the applicant's potential for graduate study.
- Standardized test score on the Graduate Record Examination (GRE)\*. There is no minimum score, however all sections of the GRE must be completed prior to application (verbal reasoning, quantitative reasoning, and analytical writing). Scores completed within the previous 5 years will be accepted and must be submitted to UAB (code 1856). There is no Waiver Process for the Nurse Anesthesia DNP pathway, a GRE exam is required.
- A personal interview with the selection committee.
- If admitted, a non-refundable \$2000 deposit will be required to reserve a seat in the pathway

## Nurse Anesthesia Curriculum

The Nurse Anesthesia Program begins in the fall semester of each year. It comprises 67 semester hours of didactic instruction and 45 semester hours of clinical practicum and requires 27 months of full-time commitment. Students complete all foundation courses before beginning the clinical practicum, which starts after the first (ten) months of enrollment. The curriculum does not permit enrollment on a part-time basis. The Nurse Anesthesia DNP Pathway has eight components: a central component in Birmingham and seven regional components located in Alabama (Dothan, Florence, Huntsville, Mobile, Montgomery, Tuscaloosa, and Mississippi). The first semester is completely online. Semesters 2, 3, 4 will meet face-to-face in Birmingham. The remaining semesters are an integration of clinical and online didactic education. Regardless of component, students will be required to come to Birmingham for periodic intensive learning and examination. In order to obtain clinical case numbers students are also expected to travel to clinical sites.

## Doctor of Nursing Practice-Nurse Anesthesia

Requirements	Hours
NA 720 Anesthesia Pharmacology I	3
NA 733 Theory, Concepts and Writing for Nurse Anesthetists	3
NUR 740 Health Policy and Politics: Implications in Health Care	3
NA 731 Biochemistry & Physics for Nurse Anesthetists	4
NA 702 Anatomy & Physiology for Nurse Anesthetists	6
NUR 700 Clinical Data Management and Analysis	3
NUR 735 Population Health in Advanced Practice Nursing	3
NA 721 Anesthesia Pharmacology II	3
NA 770 Anesthesia Pathophysiology I	3
NA 740 Anesthesia Principles I	4
NUR 614 Advanced Health Assessment and Introduction to Diagnostic Reasoning	3
NA 708L Anesthesia Practicum I	2
NA 718L Focus on Advanced Nursing Practice Specialization	4
NA 741 Anesthesia Principles II	3
NA 750 Regional Anesthesia	3
NA 771 Anesthesia Pathophysiology II	3
NUR 729 Evidence-Based Practice Design and Translation	3
NA 742 Anesthesia Principles III	3
NA 745 Professional Aspects	4
NA 709L Anesthesia Practicum II	3
NUR 743 Evidence-Based Practice Strategies	3
NA 710L Anesthesia Practicum III	5
NUR 742 Program Evaluation and Methods	3
NA 795 Critical Concepts I	3
NA 711L Anesthesia Specialty Immersion I	5
NA 796 Critical Concepts II	3
NUR 739L DNP Project Implementation and Evaluation Students will take multiple semesters for 7 hours total	1-4
NA 712L Anesthesia Specialty Immersion II	5
NUR 738L DNP Project Development	2-3
NA 797 Critical Concepts III	3
NA 713L Anesthesia Specialty Immersion III Students will also take NQI 702 for 3 hours	5
<b>Total Hours</b>	<b>104-108</b>

## Application Procedure

Applicants interested in the Nurse Anesthesia Program at the University of Alabama at Birmingham (UAB) should visit [Post-BSN to DNP Nurse Anesthesia - School of Nursing | UAB](#) for application information.

Note: See the summarized fact sheet for experience requirements.

## Application Deadlines

Entry Date	Deadline	Notes
Summer	May 1	Deadline for Submission of Application
	June	Scheduling and Notification of Applicant Interview

July	Interviews _ Decision notification two weeks post interview
Summer semester of following year	Admitted students matriculate

## Funding

The School of Nursing at UAB has excellent scholarship, traineeship, fellowship and loan programs in which many students participate. Please visit ["funding"](#) for more information.

## Outcomes

- Synthesize scientific evidence for the development of clinical interventions for practice.
- Evaluate policy, healthcare delivery, and organizational systems for current and future health care needs.
- Translate scientific, theoretical, and ethical principles into healthcare for individuals, families, and populations.
- Incorporate knowledge of current and emerging health technologies to improve healthcare delivery and organizational systems.
- Advocate for social justice, equity, and ethical policies in healthcare.
- Demonstrate intra- and inter-professional collaboration to address health disparities and to improve the quality of healthcare across diverse populations and cultures.
- Assume complex leadership roles to advance clinical practice and healthcare delivery at the organizational and systems level and to improve health outcomes of individuals and populations.

Graduates can apply to take the certification examination administered by the NCRNA. Satisfactory performance on this examination is necessary in order to practice as a certified registered nurse anesthetist.

### Information for International Students

NOTE: Prospective International students must first contact UAB International Admissions to determine eligibility to study in the U.S. and/or submit an application for admission to UAB.

#### UAB International Admissions

Email: [IntlAdmin@uab.edu](mailto:IntlAdmin@uab.edu)

Phone: (205) 934-4686

Fax: (205) 934-8664

Please check the UAB School of Nursing website for additional eligibility requirements.

## Application Requirements

- Prospective students must have a master's degree in nursing equivalent to that offered by the U.S. regionally accredited educational institution.
- This program is distance-accessible and therefore not eligible for applicants who plan to enter the US in F-1 or J-1 student status.
- For Graduate Clinical Programs such as the Masters of Science in Nursing (MSN) Program, prospective students must also be licensed as a registered nurse in the U.S., in the state in which they will reside while completing the program.
- International applicants must, as part of their application, provide a detailed course by course evaluation of their academic transcripts and verification of their academic credentials. Students may use

one of the following firms for transcript evaluation; a report of the evaluation must be submitted directly to the UAB School of Nursing prior to admission decisions.

- Educational Credential Evaluators, Inc.  
P.O. Box 514070  
Milwaukee, WI 53203-3470 USA  
Website: [www.ece.org](http://www.ece.org)
- World Education Services  
Bowling Green Station  
P.O. Box 5087  
New York, NY 10274-5087 USA  
Website: [www.wes.org](http://www.wes.org)
- Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale on prior college/university course work.
- Applicants must complete and submit their scores from the Graduate Record Examination (GRE) as part of the application process. If the GRE was completed prior to application, only scores completed within the previous 5 years are accepted.
- Completion of a formal admission interview.
- Meet English language requirements. Students must submit scores on Tests of English Language (TOEFL or IELTS) and achieve the following minimum scores:
  - TOEFL iBT 80 and minimum of 18 in each of the 4 test sections, or
  - IELTS 6.5 and minimum of 6.0 in at least 2 of the 4 test sections.

### For More Information Contact:

UAB International Admissions  
Email: [IntlAdmin@uab.edu](mailto:IntlAdmin@uab.edu)  
Phone: (205) 934-4686  
Fax: (205) 934-8664

Degree Offered:	D.N.P.
Director (D.N.P.):	Dr. Tedra Smith
Phone:	(205) 996-4193
E-mail:	<a href="mailto:tedraka@uab.edu">tedraka@uab.edu</a>

## Doctor of Nursing Practice

### D.N.P. Program Description

The DNP is a practice-focused terminal degree to prepare graduates to practice at the highest level in specialty practice or to assume leadership positions in healthcare. Graduates of the DNP program will focus on providing care to populations and communities with an emphasis on improving quality and access to underserved, diverse populations. The three components of the DNP are an advanced clinical specialty practice, leadership, and practice inquiry. Graduates will employ abilities and skills in these areas to advocate for reasonable, rational, and data-driven health regulations, standards, and evidence-based practices; sustain collaborative and strategic relationships, promote innovative, effective health care programs; and form partnerships with diverse groups to address health disparities. In addition, graduates will be prepared to assume clinical faculty positions to address the critical nursing faculty shortage.

The UAB School of Nursing offers four pathways to the Doctor of Nursing Practice degree- the Post-MSN to DNP Pathway for Advanced Practice Nurses, the Post-MSN to DNP Pathway for Nurse Executives, the Post-

BSN to DNP Pathway for Nurse Anesthesia, and the Post-BSN to DNP Pathway for Nurse Practitioners.

For most students, the Post-Master's DNP curriculum will be a minimum of 34 credits, which includes the development of a practice-focused or a leadership-focused project. This Scholarly Project is designed to synthesize scholarship in an advanced practice specialty or an area of healthcare leadership and serves as a capstone program experience. All courses are offered in a distance accessible format and students may develop the scholarly project under the direction of program faculty and on-site mentors. Applications will be accepted twice a year for the summer or fall term, to either a full or a part-time cohort. Students enrolled in the DNP program will be required to come on campus between the first and second year for a two to three-day intensive experience.

### D.N.P. Program Goals

The D.N.P. program of study is designed to prepare nurses who: evaluate policy, care delivery, and organizational systems for current and future health care needs; translate scientific, theoretical, and ethical principles into healthcare for individuals, families, and populations; incorporate knowledge of current and emerging health technologies to improve care delivery and organizational systems; advocate for social justice, equity, and ethical policies in healthcare; Demonstrate intra and inter-professional collaboration to address health disparities and to improve health care quality across diverse populations and cultures; assume complex leadership roles to advance clinical practice and healthcare delivery at the organizational and systems level and to improve health outcomes of individuals and populations, and assume complex leadership roles to advance clinical practice and healthcare delivery at the organizational and systems level and to improve health outcomes of individuals and populations.

### D.N.P. Admission Requirements

Admission is competitive, based on an assessment of the ability of the applicant to complete the program of studies and on the appropriateness of the requested program of studies to the applicant's stated goals. Because only a limited number of applicants can be accommodated in a given academic year, some well-qualified applicants may not be offered admission. In cases where there are more qualified applicants than slots available, the School of Nursing accepts the most qualified applicants.

[DNP Pathways - School of Nursing | UAB](#)

### Post-MSN to DNP Pathway for Advanced Practice Nurses

This post-masters pathway is for nurses who have completed the MSN degree in an advanced practice nursing specialty and who are certified or eligible for certification in an advanced practice specialty role inclusive of Nurse Practitioner, Nurse Anesthetist, Nurse Midwife, Clinical Nurse Specialist or a Health Systems Leader in Nursing Health Systems Administration or Nursing Informatics. The Post-MSN to DNP curriculum builds on the MSN curriculum with a core program of study that includes didactic and clinical immersion experiences that prepare students to lead improvements in practice supportive of population health and health system change. The Pathway is offered in a distance-accessible format that combines online didactic coursework with face-to-face clinical practicum experiences. In addition, students are required to attend an annual on-campus DNP intensive, as well as an on-campus orientation.

## Post-MSN to DNP Pathway for Nurse Executives

The Nurse Executive Pathway is a practice-focused terminal degree that prepares experienced nurse managers/leaders for executive health system leadership roles including but not limited to the Chief Nursing Officer (CNO) or Chief Nursing Informatics Officer (CNIO) roles. The curriculum builds on a master's level curriculum in nursing or a master's degree in business or health administration. The Pathway is offered in a distance-accessible format that combines online didactic coursework with face-to-face clinical practicum experiences. Students are required to attend an on-campus orientation.

## Post-BSN to DNP Pathway for Nurse Practitioners

This pathway is for nurses who have not completed an advanced practice specialty at the MSN level. The pathway curriculum integrates the DNP core curriculum with the curriculum for a variety of nurse practitioner specialties including Family NP, Adult-Gerontology Primary Care NP, Adult-Gerontology Acute Care NP, Psychiatric/Mental Health NP, Pediatric Primary Care NP, Pediatric Acute Care NP, Neonatal NP, and Women's Health Care NP. Upon completion of the curriculum, applicants are prepared to apply to sit for certification as a nurse practitioner in a specific specialty area. The Pathway is offered in a distance accessible format that combines online didactic coursework with face-to-face clinical practicum experiences and on-campus clinical specialty track intensives. In addition, students are required to attend an annual on-campus DNP intensive and an orientation.

## Dual DNP-PhD Degree

A dual DNP-PhD degree prepares graduates to lead improvements in practice supportive of population health and health system change, and expand that focus into a related research area to generate new knowledge. The curriculum combines the core content from the two programs to prepare a clinical nurse scholar who desires to merge clinical leadership with scientific inquiry to advance nursing science and improve clinical practice. This pathway is open to MSN-prepared nurses with certification in an advanced practice role.

## Post-BSN to DNP Pathway for Nurse Practitioners common courses to all NP concentrations

Requirements	Hours
NUR 737 Interprofessional Leadership Roles & Financial Considerations for Professional Practice	3
NUR 745 Foundations of Scholarly Writing	3
NUR 735 Population Health in Advanced Practice Nursing	3
NUR 731 Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing	3
NUR 729 Evidence-Based Practice Design and Translation	3
NUR 740 Health Policy and Politics: Implications in Health Care	3
NUR 733 Informatics for Advanced Practice Nursing	3
NUR 700 Clinical Data Management and Analysis	3
NUR 612 Advanced Pathophysiology	3
NUR 613 Pharmacology and Therapeutics	3
NUR 742 Program Evaluation and Methods	3
NUR 614 Advanced Health Assessment and Introduction to Diagnostic Reasoning	3
NUR 743 Evidence-Based Practice Strategies	3

NUR 738L	DNP Project Development	2-3
NUR 739L	DNP Project Implementation and Evaluation (Students will also take NQI 702 for 3 credit hours) May be repeated multiple times for minimum total of 7 hours	1-5

<b>Total Hours</b>	<b>42-47</b>
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Students will also take NQI 702 for 3 credit hours

## Family Nurse Practitioner Concentration additional required courses

Requirements	Hours
NFH 618L Focus on Advanced Nursing Practice Specialization	3
NFH 721 Advanced Family Nursing I	5
NFH 722 Advanced Family Nursing II	4
NFH 723 Advanced Family Nursing III	5
NFH 785L Practicum I: Family Nurse Practitioner	3
NFH 786L Practicum II: Family Nurse Practitioner	3
NFH 792L Practicum III: Family Nurse Practitioner	4

<b>Total Hours</b>	<b>27</b>
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## Neonatal Nurse Practitioner Concentration additional required courses

Requirements	Hours
NNE 618L Focus on Advanced Nursing Practice Specialization	3
NNE 721 Advanced Neonatal Nursing I	5
NNE 722 Advanced Neonatal Nursing II	4
NNE 723 Advanced Neonatal Nursing III	5
NNE 784L Practicum I: Neonatal Nurse Practitioner	3
NNE 785L Practicum II: Neonatal Nurse Practitioner	3
NNE 792L Practicum III: Neonatal Nurse Practitioner	4

<b>Total Hours</b>	<b>27</b>
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## Adult Gerontology Acute Care Nurse Practitioner Concentration additional required courses

Requirements	Hours
NCA 618L Focus on Advanced Nursing Practice Specialization	3
NCA 721 Advanced Adult/Gerontology Nursing I -Acute Care	5
NCA 722 Advanced Adult/Gerontology Nursing II -Acute Care	4
NCA 723 Advanced Adult/Gerontology Nursing III -Acute Care	5
NCA 785L Practicum I: Adult/Gerontology Nurse Practitioner- Acute Care	3
NCA 786L Practicum II: Adult/Gerontology Nurse Practitioner- Acute Care	3
NCA 792L Practicum III: Adult/Gerontology Nurse Practitioner- Acute Care	4

<b>Total Hours</b>	<b>27</b>
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## Pediatric Primary Care Nurse Practitioner Concentration additional required courses

Requirements	Hours
NPE 618L Focus on Advanced Nursing Practice Specialization	3
NPE 721 Advanced Pediatric Nursing I - Primary Care	5
NPE 722 Advanced Pediatric Nursing II - Primary Care	4
NPE 723 Advanced Pediatric Nursing III - Primary Care	5

NPE 785L	Practicum I: Pediatric Nurse Practitioner - Primary Care	3
NPE 786L	Practicum II: Pediatric Nurse Practitioner -Primary Care	3
NPE 792L	Practicum III: Pediatric Nurse Practitioner - Primary Care	4
<b>Total Hours</b>		<b>27</b>

## Psychiatric/Mental Health Nurse Practitioner Concentration additional required courses

Requirements	Hours	
NPN 618L	Focus on Advanced Nursing Practice Specialization	3
NPN 721	Advanced Psychiatric/Mental Health Nursing I	5
NPN 722	Advanced Psychiatric/Mental Health Nursing II	5
NPN 723	Advanced Psychiatric/Mental Health Nursing III	5
NPN 785L	Practicum I: Psychiatric/Mental Health Nurse Practitioner	3
NPN 786L	Practicum II: Psychiatric/Mental Health Nurse Practitioner	3
NPN 792L	Practicum III: Psych Mental Health Nurse Practitioner	4
<b>Total Hours</b>		<b>28</b>

## Adult-Gerontology Primary Care Nurse Practitioner Concentration additional required courses

Requirements	Hours	
NAH 618L	Focus on Advanced Nursing Practice Specialization	3
NAH 721	Advanced Adult Gerontology Nursing I - Primary Care	5
NAH 722	Advanced Adult Gerontology Nursing II - Primary Care	4
NAH 723	Advanced Adult Gerontology Nursing III - Primary Care	5
NAH 785L	Practicum I: Adult/Gerontology Nurse Practitioner - Primary Care	3
NAH 786L	Practicum II: Adult/Gerontology Nurse Practitioner - Primary Care	3
NAH 792L	Practicum III: Adult-Gerontology Nurse Practitioner	4
<b>Total Hours</b>		<b>27</b>

## Pediatric Acute Care Nurse Practitioner Concentration additional required courses

Requirements	Hours	
NCC 618L	Focus on Advanced Nursing Practice Specialization	3
NCC 721	Advanced Pediatric Nursing I - Acute Care	5
NCC 722	Advanced Pediatric Nursing II - Acute Care	4
NCC 723	Advanced Pediatric Nursing III - Acute Care	5
NCC 785L	Practicum I: Pediatric Nurse Practitioner Acute Care	3
NCC 786L	Practicum II: Pediatric Nurse Practitioner - Acute Care	3
NCC 792L	Practicum III: Pediatric Nurse Practitioner - Acute Care	4
<b>Total Hours</b>		<b>27</b>

## Women's Health Care Nurse Practitioner Concentration additional required courses

Requirements	Hours	
NWH 618L	Focus on Advanced Nursing Practice Women	3
NWH 731	Advanced Women's Health Nursing I	5
NWH 732	Advanced Women's Health Nursing II	4
NWH 733	Advanced Women's Health Nursing III	5
NWH 785L	Practicum I: Women's Health Nurse Practitioner	3
NWH 786L	Practicum II: Women's Health Nurse Practitioner	3
NWH 792L	Practicum III: Women's Health Nurse Practitioner	4
<b>Total Hours</b>		<b>27</b>

## Master of Science in Nursing to Doctor of Nursing Practice Pathway

### Admissions Requirements

- A master's degree in an area of advanced nursing practice (nurse practitioner, clinical nurse specialist, nursing administration, or nurse anesthetist) from a regionally accredited institution, equivalent to that in the UAB School of Nursing. Students must hold an advanced practice certification or be eligible to sit for advanced certification and pass their specific certification exam prior to completing 12 credit hours of coursework. Until advanced certification is achieved, students will be considered as a conditional admit.
- A graduate grade point average of at least 3.0 overall (based on a 4.0 scale) or in the last 60 hours of earned credit.
- Three favorable completed Evaluation Forms from persons who have knowledge of the applicant's potential for success for graduate nursing studies and advanced-practice nursing.
- Current professional certification as an advanced practice nurse where applicable.
- Evidence of an unencumbered license as a (1) registered nurse, and (2) advanced nursing practice or eligibility in the state in which they plan to practice plus (3) CPR certification; all documents must be notarized if applicant is not a licensed nurse in Alabama.
- Personal goal statement that is congruent with the program goals (300 words or less)
- Resume or curriculum vitae.
- A personal interview by phone or in person with a School of Nursing faculty member or designee may be requested to verify application data

### Degree Requirements

Requirements	Hours	
NUR 701	Writing for Publication	3
NUR 729	Evidence-Based Practice Design and Translation	3
NUR 731	Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing	3
NUR 733	Informatics for Advanced Practice Nursing	3
NUR 735	Population Health in Advanced Practice Nursing	3
NUR 737	Interprofessional Leadership Roles & Financial Considerations for Professional Practice	3
NUR 738L	DNP Project Development	3
NUR 739L	DNP Project Implementation and Evaluation (Students will take 739L multiple time for a minimum of 7 hours) <sup>1</sup>	1-7
NUR 740	Health Policy and Politics: Implications in Health Care	3

NUR 742	Program Evaluation and Methods	3
NUR 743	Evidence-Based Practice Strategies	3
NUR 745	Foundations of Scholarly Writing Students will also take NQI 702 for 3 credit hours	3
<b>Total Hours</b>	<b>34-40</b>	

<sup>1</sup> May be repeated, minimum 7 to graduate

## MSN to DNP Pathway for Nurse Executives

Requirements	Hours	
NEX 701	Culture of Health, Quality & Safety	3
NEX 703	Scientific Underpinnings for Executive Practice	3
NEX 744	Organization Improvement & Program Evaluation Strategies	5
NEX 704	Healthcare Technologies, Innovations & Analytics for Executive Leaders	5
NEX 705	Healthcare Finance Strategies	3
NEX 708	Strategic Leadership for Healthcare System Transformation	6
NEX 706	Contemporary Issues: Global & National Perspectives	3
NEX 709	Population Health for Healthcare Transformation Students will also take NEX 758 Research & Health Policy for 3 credit hours	3
<b>Total Hours</b>	<b>31</b>	

## Nurse Leadership in Population Health Pathway

Requirements	Hours	
NHP 701	Essentials of Population Health Science	3
NHP 702	Population Health: Organization, Delivery, and Financing	3
NHP 703	Principles of Epidemiology and Population Health Analytics	3
NHP 704	Population Health: Quality and Safety Supporting Accountable Care	3
NHP 705	Population Health: Program Design and Evaluation	3
NHP 706	Population Health: Population and Consumer Health Informatics	3
NHP 707	Population Health Practicum I	2
NHP 708	Population Health Practicum II	2
<b>Total Hours</b>	<b>22</b>	

### Additional Requirements for Completion

Candidates for the DNP degree must complete the following requirements: Completion of all coursework and clinical experiences based on the student's Program of Studies, with an overall GPA of 3.0 or better, and grades of B or better in all required courses in the School of Nursing.

## Dual DNP-PhD Pathway

Requirements	Hours	
NUR 737	Interprofessional Leadership Roles & Financial Considerations for Professional Practice	3
NUR 735	Population Health in Advanced Practice Nursing	3
NUR 740	Health Policy and Politics: Implications in Health Care	3
NUR 729	Evidence-Based Practice Design and Translation	3
NUR 742	Program Evaluation and Methods	3

NUR 733	Informatics for Advanced Practice Nursing	3
NUR 743	Evidence-Based Practice Strategies	3
NQI 702	Clinical Data Management and Application for Improvement	3
NUR 738L	DNP Project Development	2-3
NUR 739L	DNP Project Implementation and Evaluation	1-5
NUR 751	Philosophical Foundations of Science	3
NUR 753	Nursing as a Scientific Discipline	2
NRM 750	Foundations of Quantitative Research	3
NRM 798L	Research Immersion	3-6
NRM 780	Application of Research Design Principles I	3
NRM 778	Mixed Methods Research II: Designing and Conducting a Mixed Methods Study	3
NRM 752	Responsible Conduct of Research	3
NRM 781	Quantitative Measurement in Research	3
NRM 782	Application of Research Design Principles II	3
NRM 783	Foundations of Qualitative Research	3
NST 758	Inferential Statistics I	3
NST 779	Statistical Modeling I - Linear Models	3
NST 780	Statistical Model II - Topics in Multivariate Analysis	3
NUR 758	Research and Health Policy	3
NUR 797	Writing the Dissertation	3
NUR 791	Independent Study in Clinical Nursing	1-9
NUR 799	Dissertation Research <sup>2</sup>	1-9
<b>NUR Electives <sup>1</sup></b>		<b>6</b>

Total hours for program will be 118, with 34 DNP and 84 PhD

**Total Hours** **79-103**

<sup>1</sup> Students will take 6 credits of elective coursework.

<sup>2</sup> Students will take multiple semesters for 18 hours total.

Degree Offered:	Ph.D.
Director (Ph.D.)	Dr. Edwin Aroke
Phone:	(205) 975-5700
E-mail:	earoke@uab.edu

## Ph.D. Program Description

The Doctor of Philosophy in Nursing is designed to prepare professional nurses as scholars, leaders, and researchers who will make a substantive contribution to the body of knowledge for the discipline of nursing and thereby improve health outcomes for those who receive nursing care. The program of studies builds on preparation at the master's or baccalaureate level. Graduates are prepared for culturally effective leadership roles in research and science, education, health policy, and health care. Doctoral students have the opportunity to develop expertise and conduct research in a selected content area. In addition to structured coursework, the program builds upon a mentorship model which recognizes that research skills are learned most effectively by working with a faculty research mentor who provides opportunities to practice the use of research techniques and the design and execution of original research within a focused program of research. In addition to core program course requirements, students complete at least 12 credits of required courses and electives in a selected content area. The PhD program was initiated in 1999. Initiated in 2000, the Post-Bachelor's PhD Option allows individuals with baccalaureate degrees in nursing to complete the PhD in nursing without first obtaining a master's degree.

## Ph.D. Program Goals

The PhD curriculum prepares graduates to examine models, concepts and theories for their application in expanding the body of nursing and health care knowledge to: contribute to nursing science and health care through research that is disseminated in professional publications and presentations to the scientific communities and health care consumers; to conduct health care investigations based upon scientifically sound conceptual and methodological decisions about research designs, measures, and analytic methods; to reflect a consistent commitment to scientific integrity in the design, conduct, and dissemination of research; to initiate and collaborate in interdisciplinary research and scholarly endeavors that contribute to health outcomes in a culturally effective manner; and to assume leadership roles in research and scholarship.

## Ph.D. Admission Requirements

- A Master of Science in Nursing (MSN) degree from an accredited institution in the United States, or approved by the Minister of Education for schools of nursing in foreign countries, equivalent to that in the UAB School of Nursing;
- A minimum grade point average of 3.0 overall (based on a 4.0 scale) on all graduate level coursework;
- Completion of GRE within the past 5 years;
- For applicants from non-English speaking countries: a satisfactory TOEFL score (minimum 550);
- Computer literacy and access is required, with proficiency in word processing and e-mail correspondence, as well as familiarity and experience with the Internet. It is recommended that each student have their own personal computer meeting the specifications of the School of Nursing. (Specifications are available from the School of Nursing website);
- Eligibility for licensure as a Registered Nurse in the United States;
- A written goal statement which evidences congruence between the applicant's research interests and School of Nursing faculty research;
- At least one sample of independent written work (in English) that demonstrates the applicant's scholarship potential. Representative examples include a paper, proposal, report, or publication;
- A current curriculum vitae;
- Three references from individuals with expertise to comment on the applicant's capability for research and scholarship (for example, University professors, employers); at least one of the references must be from a doctorally prepared nurse, and;
- A personal interview.

**NOTE:** For the Post-Baccalaureate PhD option, the corresponding requirements are:

- A Bachelor of Science in Nursing (BSN) degree from an accredited institution in the United States, or approved by the Minister of Education for schools of nursing in foreign countries, equivalent to that in the UAB School of Nursing;
- A minimum grade point average of 3.0 overall (based on a 4.0 scale) on all undergraduate level coursework;
- Completion of GRE within the past 5 years;
- For applicants from non-English speaking countries: a satisfactory TOEFL score (minimum 550);
- Computer literacy and access is required, with proficiency in word processing and e-mail correspondence, as well as familiarity and experience with the Internet. It is recommended that each student

have their own personal computer meeting the specifications of the School of Nursing. (Specifications are available from the School of Nursing website);

- Eligibility for licensure as a Registered Nurse in the United States;
- A written goal statement which evidences congruence between the applicant's research interests and School of Nursing faculty research;
- At least one sample of independent written work (in English) that demonstrates the applicant's scholarship potential. Representative examples include a paper, proposal, report, or publication;
- A current curriculum vitae;
- Three references from individuals with expertise to comment on the applicant's capability for research and scholarship (for example, University professors, employers); at least one of the references must be from a doctorally prepared nurse, and;
- A personal interview.

## Ph.D. Degree Requirements

Candidates for the degree of Doctor of Philosophy in Nursing must complete the following requirements:

- Coursework and experiences based on the student's background and substantive area, with an overall GPA of 3.0 or better, and grades of B or better in all required courses on the approved program of studies;
- A comprehensive examination administered upon completion of an individualized program of studies; and
- A written dissertation demonstrating competence in research, individual inquiry, critical analysis using sophisticated statistical and/or qualitative techniques, and in-depth treatment of a health care problem in the selected content area. The investigation must make a genuine scientific contribution to knowledge, concepts, and theories in nursing. A final defense of the dissertation is required.

## Postdoctoral Study

Postdoctoral studies in nursing are individually arranged based on a student's learning needs in specific areas of interest that match the strengths of the graduate faculty. The focus of postdoctoral study is on expanding and extending the student's knowledge base in nursing theory, practice, research, statistics and data management, and generally centers on a research effort of mutual interest to the student and faculty mentor.

## Dual DNP-PhD Degree

A dual DNP-PhD degree prepares graduates to lead improvements in practice supportive of population health and health system change, and expand that focus into a related research area to generate new knowledge. The curriculum combines the core content from the two programs to prepare a clinical nurse scholar who desires to merge clinical leadership with scientific inquiry to advance nursing science and improve clinical practice. This pathway is open to MSN-prepared nurses with certification in an advanced practice role. Please see the DNP page for information on coursework.

## Addictions Nursing Graduate Certificate

Requirements	Hours
NAN 621 Prevention & Early Intervention in Substance Use Across The Lifespan	4
NAN 622 Current Issues & Trends In Addictions Nursing	4

NAN 623	Advocacy & Health Policy in Addictions Nursing	4
NAN 625	Concepts of Addiction Across the Lifespan	3
<b>Total Hours</b>		<b>15</b>

## Advanced Practice Provider Management of Neurological Conditions of Aging Certificate

The **Advanced Practice Provider Management of Neurological Conditions of Aging Certificate** coursework prepares nurse practitioners and other advanced practice providers with advanced knowledge and skills to manage the care of older adults with memory and movement disorders. The overall aim is to prepare healthcare providers to long term management for older adults with neurological conditions.

Three, 4-credit hour courses and one 3-credit hour course are offered that together provide a strong foundation for employment in academic and health care settings. All four courses are required to be awarded the certificate in Advanced Practice Provider Management of Neurological Conditions of Aging.

To best accommodate the needs of the healthcare nursing workforce, the courses are delivered through a distance accessible format that combines asynchronous and synchronous online classes.

Admission is limited to Summer entry only.  
Summer 2025 deadline: December 31, 2024

### Specific Admission Requirements:

- Only credentialed advanced practice providers with completed graduate or doctoral degree (nurse practitioner, physician assistant, medical resident, or physician) will be considered for admission.
- Cumulative graduate grade point average of at least 3.0 on a 4.0 scale or on the last 60 semester hours.
- Submit three letters of professional reference attesting to the applicant's potential for graduate study.
- Applicants should submit an official transcript from every college or university they have ever attended (even if for only one semester). Transcripts may be:
  - Emailed electronically by the issuing institution to the UAB Graduate School at [gradschool@uab.edu](mailto:gradschool@uab.edu), or
  - Mailed to UAB Graduate School at LHL G03, 1720 2nd Ave. South, Birmingham, AL 35294-0013

Requirements	Hours
NCN 621	Neurobiological Foundations of Cognition and Movement Disorders
NCN 622	Neuropsychopharmacology
NCN 623	Diagnosis and Management of Neurological Disorders
NCN 624	Post-Diagnostic Needs of the Neurological Patient, Caregiver, and Care Systems
<b>Total Hours</b>	<b>15</b>

## Clinical Research Management Graduate Certificate

The graduate certificate in **Clinical Research Management (CRM)** is for bachelor's prepared individuals seeking a new career path in the healthcare field.

Individuals who complete the certificate program are prepared to lead and manage research teams in implementing clinical trials research while

ensuring compliance with federal regulations for patient safety and the efficacy of the research findings.

Admission is limited to Fall entry only.  
Fall 2024 deadline: June 1, 2024

### Specific Admission Requirements:

- Have a bachelor's degree.
- An undergraduate (or graduate) GPA of at least 3.0 overall (based on a 4.0 scale) or in the last 60 hours of earned credit.
- Applicants should submit an official transcript from every college or university they have ever attended (even if for only one semester). Transcripts may be:
  - Emailed electronically by the issuing institution to the UAB Graduate School at [gradschool@uab.edu](mailto:gradschool@uab.edu), or
  - Mailed to UAB Graduate School at LHL G03, 1720 2nd Ave. South, Birmingham, AL 35294-0013

Requirements	Hours
CRM 670	Clinical Research Ethics, Methods and Clinical Trials
CRM 671	Clinical Research Study Operations and Site Management
CRM 673	Current Issues in Clinical Research Management
CRM 672	An Overview of Teaching Principles for Clinical Research Coordinators and Healthcare Professionals
CRM 674	Practicum Experiences in Clinical Research Management
<b>Total Hours</b>	<b>15</b>

## Nurse Executive Certificate

The **Nurse Executive Certificate** pathway prepares graduates at the highest level in executive leadership in healthcare and to address complex health system issues. Graduates of the Nurse Executive Certificate pathway lead population and community based health services with an emphasis on improving access and quality for diverse populations.

The curriculum is offered in a distance accessible format that combines core courses offered via an online program with required on-campus intensives (4 days each).

Admission is limited to Spring entry only.  
Spring 2025 deadline: October 4, 2024

### Specific Admission Requirements:

- Evidence of an unencumbered and unrestricted licensed as a registered nurse.
- Have a DNP or PhD in nursing and currently working in a mid-level or senior leadership role in a practice or academic setting
- A graduate GPA of at least 3.0 overall (based on a 4.0 scale) or in the last 60 hours of earned credit.
- Applicants should submit an official transcript from every college or university they have ever attended (even if for only one semester). Transcripts may be:
  - Emailed to the UAB Graduate School at [gradschool@uab.edu](mailto:gradschool@uab.edu), or
  - Mailed to UAB Graduate School at LHL G03, 1720 2nd Ave. South, Birmingham, AL 35294-0013
- Submission of three favorable evaluations by persons who have knowledge of the applicant's potential for success in graduate nursing studies and executive leadership.

- Submission of a personal goal statement that is congruent with the Nurse Executive Certificate (300 words or less).
- Resume/CV
- If admitted to the DNP program, students must show proof of completion of a descriptive statistics course, equivalent to UAB's MA-180, before starting the program

Requirements		Hours
NEX 705	Healthcare Finance Strategies	3
NEX 703	Scientific Underpinnings for Executive Practice	3
NEX 708	Strategic Leadership for Healthcare System Transformation	6
NEX 709	Population Health for Healthcare Transformation	3
NEX 711	Policy Perspectives for Executive Leadership	3
<b>Total Hours</b>		<b>18</b>

## Nurse Leadership in Population Health Graduate Certificate

Requirements		Hours
NHP 701	Essentials of Population Health Science	3
NHP 702	Population Health: Organization, Delivery, and Financing	3
NHP 703	Principles of Epidemiology and Population Health Analytics	3
NHP 705	Population Health: Program Design and Evaluation	3
NHP 706	Population Health: Population and Consumer Health Informatics	3
<b>Total Hours</b>		<b>15</b>

## Nurse Leadership in Quality and Safety

his post-graduate certificate program is for doctorally prepared nurses with the competencies necessary to leading efforts to improve the quality and safety of the health care systems in which they work. Key competencies include patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, informatics and safety.

Nurses who complete the certificate program are prepared to lead health system change that supports the delivery of quality nursing care in care environments designed to eliminate threats to patient safety informed by clinical data used to identify populations at highest risk for poor outcomes and scientific evidence in support of best-practices.

Admission is limited to Fall entry only.

Fall 2024 deadline: May 1, 2024

## Specific Admission Requirements:

- Evidence of an unencumbered and unrestricted licensed as a registered nurse.
- Have a DNP or PhD in nursing.
- A graduate GPA of at least 3.0 overall (based on a 4.0 scale) or in the last 60 hours of earned credit.
- Submit three letters of professional reference attesting to the applicant's potential for graduate study.
- Applicants should submit an official transcript from every college or university they have ever attended (even if for only one semester). Transcripts may be:
  - Emailed electronically by the issuing institution to the UAB Graduate School at [gradschool@uab.edu](mailto:gradschool@uab.edu), or

- Mailed to UAB Graduate School at LHL G03, 1720 2nd Ave. South, Birmingham, AL 35294-0013

Requirements	Hours
NQI 701	Improvement Science for Nursing Practice and Education
NQI 702	Clinical Data Management and Application for Improvement
NHP 701	Essentials of Population Health Science
NQI 704	Quality Improvement and Patient Safety Education in Nursing
NQI 703	Introduction to Implementation Science
<b>Total Hours</b>	<b>18</b>

## Occupational Health Nursing Graduate Certificate

Requirements	Hours
NUR 671	Principles and Practice of Occupational Toxicology and Disease
NUR 674	Evaluation and Management of Occupational Health and Safety Programs
NOH 624	Total Worker Health and Worker Wellbeing: Program Design to Evaluation
NOH 625	Principles and Practice of Occupational Safety, Ergonomics, and Industrial Hygiene
NOH 626	Emergency Management & Disaster Preparedness
<b>Total Hours</b>	<b>15</b>

## CRM - Clinical Research Mgmt Courses

### CRM 670. Clinical Research Ethics, Methods and Clinical Trials. 3 Hours.

This course provides clinical research personnel and advanced practice nurses with an introduction to historical, cultural, and ethical influences on clinical research, and introduces concepts related to good clinical practice guidelines. The course also addresses concepts of scientific integrity, scientific misconduct, the informed consent process, research methods and clinical trials.

### CRM 671. Clinical Research Study Operations and Site Management. 3 Hours.

This course provides clinical research personnel and advanced practice nurses with an introduction to principles of study and site management for the development, implementation and evaluation of clinical research, and expands concepts related to good clinical practice guidelines.

### CRM 672. An Overview of Teaching Principles for Clinical Research Coordinators and Healthcare Professionals. 3 Hours.

This course provides clinical research personnel and advanced practice nurses with an introduction and overview of teaching principles that are applicable to clinical and clinical research venues.

### CRM 673. Current Issues in Clinical Research Management. 3 Hours.

This course provides students with an opportunity to expand critical learning and application of clinical research management topics through review of current literature and use of available resources.

**Prerequisites:** (CRM 670 [Min Grade: C] and CRM 671 [Min Grade: C] and CRM 672 [Min Grade: C]) or (CRM 670 [Min Grade: C] and CRM 671 [Min Grade: C] and CRM 672 [Min Grade: C])

**CRM 674. Practicum Experiences in Clinical Research Management. 3 Hours.**

This course provides students with an opportunity to expand learning experiences that validate cognitive, affective, and psychomotor skill sets of CRNS; and includes an opportunity to develop additional learning objectives and practicum experiences that will culminate in a project that fulfills learning goals.

## NA-Nursing Anesthesia Courses

**NA 697. Special Topics. 3 Hours.**

Review of specialty concepts as presented in Anesthesia Pathophysiology I, Anesthesia Pathophysiology II, and Anesthesia for Surgical Specialties.

**NA 698. Graduate Project. 2 Hours.**

Critical review of literature for an anesthesia topic with preparation of a scholarly product for dissemination.

**NA 702. Anatomy & Physiology for Nurse Anesthetists. 6 Hours.**

This course is a study of histology, genetics, human anatomy and physiology, with an emphasis in neuroanatomy and neurophysiology. NA 702 integrates the structure, function, and organization of nervous tissue from the cellular through gross anatomic aspects including central, peripheral, and autonomic portions of the system. The course includes a series of clinical correlation laboratory experiences, team-based learning projects, and lectures designed to support and augment basic science content.

**Prerequisites:** NA 731 [Min Grade: B]

**NA 708L. Anesthesia Practicum I. 2 Hours.**

This course is designed to provide a foundation in the basic principles and practice of nurse anesthesia. During this semester, clinical experiences are designed to provide the students with development of anesthesia practice, and to apply knowledge of basic and advanced principles of anesthetic management in surgical specialty areas.

**Prerequisites:** NA 721 [Min Grade: B] and NA 740 [Min Grade: B] and NA 770 [Min Grade: B] and NUR 614 [Min Grade: B]

**NA 709L. Anesthesia Practicum II. 3 Hours.**

This course is designed to provide a foundation in the basic principles and practice of nurse anesthesia. During this semester, clinical experiences are designed to provide the students with continues development of anesthesia practice, and to apply knowledge of basic and advanced principles of anesthetic management in surgical specialty areas.

**Prerequisites:** NA 708L [Min Grade: P] and NA 741 [Min Grade: B] and NA 750 [Min Grade: B] and NA 771 [Min Grade: B]

**NA 710L. Anesthesia Practicum III. 5 Hours.**

This course is designed to provide a foundation in the basic principles and practice of nurse anesthesia. During this semester, clinical experiences are designed to provide the students with continued development of anesthesia practice, and the apply knowledge of basic and advanced principles of anesthetic management in surgical specialty areas.

**Prerequisites:** NA 709L [Min Grade: P] and NA 745 [Min Grade: B] and NA 733 [Min Grade: B]

**NA 711L. Anesthesia Specialty Immersion I. 5 Hours.**

This course is designed to provide advanced clinical experiences requisite for preparation consistent with a doctoral evidence-based practice of nurse anesthesia. During this semester, clinical experiences are designed to provide the advanced student with clinical experiences to further their knowledge base towards a doctoral level.

**Prerequisites:** NA 710L [Min Grade: P] and NA 740 [Min Grade: B] and NA 742 [Min Grade: B]

**NA 712L. Anesthesia Specialty Immersion II. 5 Hours.**

This course is designed to provide advanced clinical experiences requisite for preparation consistent with a doctoral evidence-based practice of nurse anesthesia. During this semester, clinical experiences are designed to provide the advanced students with clinical experiences to further their knowledge base towards a doctoral level.

**Prerequisites:** NA 711L [Min Grade: P] and NA 795 [Min Grade: P] or NA 795 [Min Grade: B] and NUR 738L [Min Grade: P] or NUR 738L [Min Grade: B]

**NA 713L. Anesthesia Specialty Immersion III. 5 Hours.**

This course is designed to provide advanced clinical experiences requisite for preparation consistent with a doctoral evidence-based practice of nurse anesthesia. During this semester, clinical experiences are designed to provide the advanced student with clinical experiences to further their knowledge base towards a doctoral level.

**Prerequisites:** NA 712L [Min Grade: P] and NA 796 [Min Grade: P] or NA 796 [Min Grade: B] and NUR 739L [Min Grade: P]

**NA 718L. Focus on Advanced Nursing Practice Specialization. 4 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:** NA 731 [Min Grade: B]

**NA 720. Anesthesia Pharmacology I. 3 Hours.**

This course is designed to provide the nurse anesthesia student with knowledge of various non-anesthetic pharmacological agents and their anesthetic implications. During this course, students will learn pharmacological principles related to advanced practice nursing at the doctoral level.

**NA 721. Anesthesia Pharmacology II. 3 Hours.**

This course is designed to provide the nurse anesthesia student with knowledge of various anesthetic pharmacological agents and their anesthetic implications. During this course, students will build upon knowledge gained from NA 720, and further master advanced pharmacological principles related to advanced practice nursing at the doctoral level.

**Prerequisites:** NA 702 [Min Grade: B] and NA 731 [Min Grade: B]

**NA 731. Biochemistry & Physics for Nurse Anesthetists. 4 Hours.**

This course provides a solid chemistry, biochemistry, and physics foundation that is necessary for the safe practice of nurse anesthesia. Students will gain an understanding of these sciences, their clinical relevance, and how they apply to human beings and anesthesia equipment. This course is foundational in nature and success will help the student prepare for upcoming clinical anesthesia management courses.

**Prerequisites:** NA 720 [Min Grade: B]

**NA 733. Theory, Concepts and Writing for Nurse Anesthetists. 3 Hours.**

The purpose of this course is to provide an introduction to the field of nursing informatics for nurse anesthetists. This course focuses on the collection, organization, analysis, and dissemination of information in nurse anesthesia and health care. Students are introduced to the information system life-cycle and the use of technology to enhance nursing care delivery and patient safety in perioperative settings.

**NA 740. Anesthesia Principles I. 4 Hours.**

The purpose of this course is to provide a beginning foundation for students to plan and implement safe anesthesia care in healthy patients. The focus of this course is the study of scientific foundations of nurse anesthesia practice. The emphasis on designing and implementing individualized anesthesia care plans, principles of anesthesia induction, maintenance, emergence, anesthesia complications in the healthy patient, routine and difficult airway management, and the principles of nurse anesthesia role transition and practice standards.

**Prerequisites:** NA 702 [Min Grade: B] and NA 731 [Min Grade: B]

**NA 741. Anesthesia Principles II. 3 Hours.**

This course is for the student who has a foundation in the basic principles and practice of nurse anesthesia. During this course, students will learn anesthetic management principles for surgical specialty areas. Upon course completion the student will demonstrate mastery of related anatomic, physiologic, pathophysiologic, and pharmacologic principles for each of the surgical specialty areas in the context of advanced nursing practice at the doctorate level.

**Prerequisites:** NA 721 [Min Grade: B] and NA 740 [Min Grade: B] and NA 770 [Min Grade: B]

**NA 742. Anesthesia Principles III. 3 Hours.**

Students will learn anesthetics management principles for parturients, neonates, infants and children. During this course, students will learn anesthetic management principles for surgical specialty areas. Upon course completion the students will demonstrate mastery of related anatomic, physiologic, pathophysiologic, and pharmacologic principles across special populations in the context of advanced nursing practice at the doctorate level.

**Prerequisites:** NA 708L [Min Grade: P] and NA 741 [Min Grade: B] and NA 750 [Min Grade: B] and NA 771 [Min Grade: B]

**NA 745. Professional Aspects. 4 Hours.**

This course is designed to provide the foundation of the professional aspects of becoming a CRNA. The students will demonstrate understanding of the principles associated with the business of anesthesia including finance, practice management, as well as intra and inter-professional healthcare collaboration.

**Prerequisites:** NA 708L [Min Grade: P] and NA 741 [Min Grade: B] and NA 750 [Min Grade: B] and NA 771 [Min Grade: B]

**NA 750. Regional Anesthesia. 3 Hours.**

The purpose of this course is the study of the theoretical and practical considerations involved in the administration and management of regional anesthesia and pain management. Related anatomy, physiology, and pharmacology will be reviewed as applied to the administration and management of regional anesthesia and pain management, using ultrasound and radiological techniques. Various regional anesthesia, both central and peripheral, are discussed as a component of a safe and effective anesthetic.

**Prerequisites:** NA 721 [Min Grade: B] and NA 740 [Min Grade: B] and NA 770 [Min Grade: B] and NUR 614 [Min Grade: B]

**NA 770. Anesthesia Pathophysiology I. 3 Hours.**

This Pathophysiology course is designed to promote the understanding and application of fundamental disease processes in clinical settings. General concepts of disease, including etiology, pathogenesis, and clinical significance are presented. These concepts are applied in systems-orientate approach to disease processes affecting cardiovascular and pulmonary systems. Application of this knowledge to anesthetic plan development and implication of anesthesia on the disease process will be expected.

**Prerequisites:** NA 702 [Min Grade: B] and NA 731 [Min Grade: B]

**NA 771. Anesthesia Pathophysiology II. 3 Hours.**

This pathophysiology course is designed to promote the understanding and application of fundamental disease processes in clinical settings. General concepts of disease, including etiology, pathogenesis, and clinical significance are presented. These concepts are applied in a systems-oriented approach to disease processes affecting musculoskeletal, renal, nervous, gastrointestinal, immune, hematological and endocrine systems. Application of the knowledge to anesthetic plan development and implications of anesthesia on the disease process, and vice versa, will be expected.

**Prerequisites:** NA 721 [Min Grade: B] and NA 740 [Min Grade: B] and NA 770 [Min Grade: B] and NUR 614 [Min Grade: B]

**NA 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.

**NA 795. Critical Concepts I. 3 Hours.**

The purpose of this course is to foster academic development and integration of theoretical knowledge into clinical practice. The focus is on clinically relevant reviews and examinations of critical anesthesia concepts.

**Prerequisites:** NA 710L [Min Grade: P] and NA 740 [Min Grade: B] and NA 742 [Min Grade: B]

**NA 796. Critical Concepts II. 3 Hours.**

The purpose of this course is to foster continued academic development and integration of theoretical knowledge into clinical practice. The focus is on increasingly advanced clinically relevant reviews and examinations of critical anesthesia concepts. The emphasis is on advanced critical thinking ability and the synthesis of anesthesia concepts.

**Prerequisites:** NA 711L [Min Grade: P] and NA 795 [Min Grade: P] and NUR 738L [Min Grade: P]

**NA 797. Critical Concepts III. 3 Hours.**

The purpose of this course is to foster integration of advanced theoretical knowledge into complex scenarios in clinical practice. The focus is on the culmination of clinical review and examination of critical anesthesia concepts necessary for the beginning nurse anesthesia practitioner to demonstrate critical thinking and application of knowledge in the clinical practice setting. The emphasis is on development of complex critical thinking ability and the synthesis of anesthesia concepts.

**Prerequisites:** NA 712L [Min Grade: P] and NUR 739L [Min Grade: P] and (NA 796 [Min Grade: P] or NA 796 [Min Grade: B])

## NAH-Nursing - Adult Health Courses

### NAH 618L. Focus on Advanced Nursing Practice Specialization. 3 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 729 [Min Grade: B] or NUR 737 [Min Grade: B]) and (NUR 613 [Min Grade: B]) and NUR 614 [Min Grade: B](Can be taken Concurrently)

### NAH 621. Advanced Adult Gerontology Nursing I - Primary Care. 4-5 Hours.

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of this course is to prepare the student to implement the role of the Advanced Practice Nurse. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to adult/gerontology patients.

**Prerequisites:** (NUR 610 [Min Grade: B] or NUR 735 [Min Grade: B]) and (NUR 614L [Min Grade: B] or NUR 614 [Min Grade: B])

### NAH 622. Advanced Adult Gerontology Nursing II - Primary Care. 3-5 Hours.

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness of adult/gerontology patients. The focus of this course is on health promotion and disease prevention and management strategies from inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high quality evidence-based care to adult/gerontology patients.

**Prerequisites:** (NAH 621 [Min Grade: B] or NAH 621 [Min Grade: B]) and (NAH 685L [Min Grade: P] or NAH 685L [Min Grade: P])

### NAH 623. Advanced Adult Gerontology Nursing III - Primary Care. 5 Hours.

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care to adults/gerontology patients. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** (NAH 622 [Min Grade: B] or NAH 622 [Min Grade: B]) and (NAH 686L [Min Grade: P] or NAH 686L [Min Grade: P])

### NAH 685L. Practicum I: Adult/Gerontology Nurse Practitioner. 2-3 Hours.

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to adult/gerontology patients. The focus of this course is on the delivery of health care services to adult/gerontology patients. The emphasis of this course is on promoting the progression of competence within the Advanced Practice Nursing role.

**Prerequisites:** (NUR 610 [Min Grade: B] or NUR 610 [Min Grade: B] and NUR 735 [Min Grade: B] or NUR 735 [Min Grade: B]) and NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B] or NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B]

### NAH 686L. Practicum II: Adult/Gerontology Nurse Practitioner - Primary Care. 2-3 Hours.

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to adult/gerontology patients. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for adult/gerontology patients. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** (NAH 621 [Min Grade: B] or NAH 621 [Min Grade: B]) and (NAH 685L [Min Grade: P] or NAH 685L [Min Grade: P])

### NAH 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.

### NAH 692L. Practicum III: Adult/Gerontology Nurse Practitioner - Primary Care. 2-4 Hours.

The purpose of this course is to enhance acquired management strategies and the use of best practice models in the delivery of high quality evidence-based care to adult/gerontology patients. The focus of this course is to evaluate progress toward achievement of professional competencies. The emphasis is on the incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of adult/gerontology patients.

**Prerequisites:** (NAH 622 [Min Grade: B] or NAH 622 [Min Grade: B]) and (NAH 686L [Min Grade: P] or NAH 686L [Min Grade: P])

### NAH 718L. Focus on Advanced Nursing Practice. 3 Hours.

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

**Prerequisites:** NUR 612 [Min Grade: B] and NUR 613 [Min Grade: B] and NUR 614 [Min Grade: B](Can be taken Concurrently)

### NAH 721. Advanced Adult Gerontology Nursing I - Primary Care. 5 Hours.

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of the course is to prepare the student to implement the role Doctor of Nursing Practice prepared Advanced Practice Nurse. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to pediatric adult and elderly populations.

**Prerequisites:** (NUR 614 [Min Grade: B] or NUR 614L [Min Grade: B]) and (NAH 618L [Min Grade: B] or NAH 718L [Min Grade: B])

### NAH 722. Advanced Adult Gerontology Nursing II - Primary Care. 4 Hours.

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness for adult/gerontology population in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The focus of this course is on the health promotion and disease prevention and the management of strategies form inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high quality evidence-based care of the adult/gerontology population.

**Prerequisites:** NAH 721 [Min Grade: B] and NAH 618L [Min Grade: P]

**NAH 723. Advanced Adult Gerontology Nursing III - Primary Care. 5 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care as a Doctor of Nursing Practice prepared Advanced Practice Nurse to the adult/gerontology population. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** NAH 722 [Min Grade: B] and NAH 786L [Min Grade: P]

**NAH 785L. Practicum I: Adult/Gerontology Nurse Practitioner - Primary Care. 3 Hours.**

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to the adult/gerontology population. The focus of this course is on the delivery of health care services to the adult/gerontology population. The emphasis of this course is on promoting the progression of competence within the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse.

**NAH 786L. Practicum II: Adult/Gerontology Nurse Practitioner - Primary Care. 3 Hours.**

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to the adult/gerontology population. The focus of this course is to provide the student with opportunities to integrate in-depth diagnostic, management, and leadership skills in the role of the Doctor of Nursing Practice prepared Advanced practice Nurse to provide care for the adult/gerontology population. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** NAH 721 [Min Grade: B] and NAH 785L [Min Grade: P]

**NAH 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.

**NAH 792L. Practicum III: Adult-Gerontology Nurse Practitioner. 4 Hours.**

The purpose of this course is to enhance acquired management strategies and the use of best practice models in the delivery of high quality evidence-based care to the adult/gerontology population. The focus of this course is to evaluate progress toward achievement of competencies of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The Emphasis is on the incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of the adult/gerontology population.

**Prerequisites:** NAH 722 [Min Grade: B] and NAH 786L [Min Grade: P]

**NBB-Nursing - Biobehavioral Courses**

**NBB 761. Biobehavioral Research: State of the Sciences. 3 Hours.**

Focuses on in-depth exploration and critical analysis of current biobehavioral interaction research including conceptual and methodological issues. Examines the effectiveness of interventions on biobehavioral domains and health outcomes and identifies future directions for research.

**NCA-Nursing - Critical Care Courses**

**NCA 616. Diagnostic and Therapeutic Procedures for Advanced Acute Care Nursing Practice. 2 Hours.**

This course is designed to provide the student with opportunities to obtain advanced knowledge of and to learn advanced clinical skills in diagnostic or therapeutic procedures related to the role of the advanced practice nurse in acute and critical care. Specific content and skills in this course will focus on procedures associated with diagnostic and evaluative monitoring of acutely or critically ill patient. COREQ: NCA 621.

**NCA 618L. Focus on Advanced Nursing Practice Specialization. 3 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] or NUR 729 [Min Grade: B] or NUR 737 [Min Grade: B]) and (NUR 613 [Min Grade: B] or NUR 613 [Min Grade: B]) and NUR 614 [Min Grade: B](Can be taken Concurrently)

**NCA 621. Advanced Adult/Gerontology Nursing I - Acute Care. 4-5 Hours.**

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of this course is to prepare the student to implement the role of the Advanced Practice Nurse. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to the emancipated minor (age 13 and older), adult, and geriatric populations.

**Prerequisites:** (NUR 610 [Min Grade: B] or NUR 610 [Min Grade: B]) or (NUR 735 [Min Grade: B] or NUR 735 [Min Grade: B]) and (NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B]) or (NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B])

**NCA 622. Adult Gerontology Acute Care Nursing Practice II. 3-4 Hours.**

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness of the emancipated minor (age 13 and older), adult, and geriatric populations. The focus of this course is on health promotion and disease prevention and management strategies from inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high quality evidence-based care of the emancipated minor (age 13 and older), adult, and geriatric populations.

**Prerequisites:** (NCA 621 [Min Grade: B] or NCA 621 [Min Grade: B]) and (NCA 685L [Min Grade: P] or NCA 685L [Min Grade: P])

**NCA 623. Advanced Adult/Gerontology Nursing III -Acute Care. 3-5 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care to the emancipated minor (age 13 and older), adult, and geriatric populations. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** (NCA 622 [Min Grade: B] or NCA 622 [Min Grade: B]) and (NCA 686L [Min Grade: P] or NCS 686L [Min Grade: P])

**NCA 685L. Practicum I: Adult/Gerontology Nurse Practitioner- Acute Care. 1-3 Hour.**

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to the emancipated minor (age 13 and older), adult, and geriatric populations. The focus of this course is on the delivery of health care services to the emancipated minor (age 13 and older), adult, and geriatric populations. The emphasis of this course is on promoting the progression of competence within the Advanced Practice Nursing role.

**Prerequisites:** (NUR 610 [Min Grade: B] or NUR 610 [Min Grade: B]) or (NUR 735 [Min Grade: B] or NUR 735 [Min Grade: B]) and (NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B] or NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B])

**NCA 686L. Practicum II: Adult/Gerontology Nurse Practitioner-Acute Care. 3 Hours.**

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to the emancipated minor (age 13 and older), adult, and geriatric populations. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for the emancipated minor (age 13 or older), adult, and geriatric populations. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** (NCA 621 [Min Grade: B] or NCA 621 [Min Grade: B]) and (NCA 685L [Min Grade: P] or NCA 685L [Min Grade: P])

**NCA 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.

**NCA 692L. Practicum III: Adult/Gerontology Nurse Practitioner-Acute Care. 3-6 Hours.**

The purpose of this course is to enhance acquired management strategies and the use of best practice models in the delivery of high quality evidence-based care to the emancipated minor (age 13 or older), adult, and geriatric population. The focus of this course is to evaluate progress toward achievement of professional competencies. The emphasis is on the incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of the emancipated minor (age 13 or older), adult, and geriatric population.

**Prerequisites:** (NCA 622 [Min Grade: B] or NCA 622 [Min Grade: B]) and (NCA 686L [Min Grade: P] or NCA 686L [Min Grade: P])

**NCA 718L. Focus on Advanced Nursing Practice. 3 Hours.**

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

**Prerequisites:** NUR 612 [Min Grade: B] and NUR 613 [Min Grade: B] and NUR 614 [Min Grade: B](Can be taken Concurrently)

**NCA 721. Advanced Adult/Gerontology Nursing I -Acute Care. 5 Hours.**

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of this course is to prepare the student to implement the role Doctor of Nursing Practice prepared Advanced Practice Nurse. The Emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to the emancipated minor (age 13 and older), adult, and geriatric populations.

**Prerequisites:** (NUR 614 [Min Grade: B] or NUR 614L [Min Grade: B]) and NCA 618L [Min Grade: P]

**NCA 722. Advanced Adult/Gerontology Nursing II -Acute Care. 4 Hours.**

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness for the emancipated minor (age 13 and older), adult, and geriatric populations in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The focus of this course is on the health promotion and disease prevention and the management of strategies from inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high quality evidence-based care of the emancipated minor (age 13 and older), adult, and geriatric populations.

**Prerequisites:** NCA 721 [Min Grade: B]

**NCA 723. Advanced Adult/Gerontology Nursing III -Acute Care. 5 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care as a Doctor of Nursing Practice prepared Advanced Practice Nurse to emancipated minor (age 13 and older), adult, and geriatric populations. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** NCA 722 [Min Grade: B] and NCA 786L [Min Grade: P]

**NCA 785L. Practicum I: Adult/Gerontology Nurse Practitioner-Acute Care. 3 Hours.**

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to the emancipated minor (age 13 and older), adult, and geriatric populations. The focus of this course is on the delivery of health care services to the emancipated minor (age 13 and older), adult, and geriatric populations. The emphasis of this course is on promoting the progression of competence within the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse.

**NCA 786L. Practicum II: Adult/Gerontology Nurse Practitioner-Acute Care. 3 Hours.**

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to the emancipated minor (age 13 and older), adult, and geriatric populations. The focus of this course is to provide the student with opportunities to integrate in-depth diagnostic, management, and leadership skills in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse to provide care for the emancipated minor (age 13 and older), adult, and geriatric populations. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** NCA 721 [Min Grade: B] and NCA 785L [Min Grade: P]

**NCA 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.

**NCA 792L. Practicum III: Adult/Gerontology Nurse Practitioner-Acute Care. 4 Hours.**

The purpose of this course is to enhance acquired management strategies and the use of best practice models in the delivery of high quality evidence-based care to the emancipated minor (age 13 and older), adult, and geriatric populations. The focus of this course is to evaluate progress toward achievement of competencies of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The Emphasis is on the incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of the emancipated minor (age 13 and older), adult, and geriatric populations.

**Prerequisites:** NCA 722 [Min Grade: B] and NCA 786L [Min Grade: P]

**NCC-Nursing - Child/Adolescent Courses****NCC 618L. Focus on Advanced Nursing Practice Specialization. 3 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 613 [Min Grade: B] or NUR 613 [Min Grade: B]) and (NUR 606 [Min Grade: B] or NUR 729 [Min Grade: B] or NUR 737 [Min Grade: B]) and NUR 614 [Min Grade: B](Can be taken Concurrently)

**NCC 621. Advanced Pediatric Nursing I - Acute Care. 5 Hours.**

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of this course is to prepare the student to implement the role of the Advanced Practice Nurse. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to children, adolescents and their families.

**Prerequisites:** (NUR 610 [Min Grade: B] or NUR 610 [Min Grade: B]) or (NUR 735 [Min Grade: B] or NUR 735 [Min Grade: B]) and (NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B]) or (NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B])

**NCC 622. Advanced Pediatric Nursing II - Acute Care. 4 Hours.**

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness of children, adolescents and their families. The focus of this course is on health promotion and disease prevention and management strategies from inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high quality evidence-based care to children, adolescents and their families.

**Prerequisites:** (NCC 621 [Min Grade: B] or NCC 621 [Min Grade: B]) and (NCC 685L [Min Grade: P] or NCC 685L [Min Grade: P])

**NCC 623. Advanced Pediatric Nursing III - Acute Care. 5 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care to pediatric patients and their families. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** (NCC 622 [Min Grade: B] or NCC 622 [Min Grade: B]) and (NCC 686L [Min Grade: P] or NCC 686L [Min Grade: P])

**NCC 685L. Clinical Practicum I: Advanced Pediatric Nursing - Acute Care. 3 Hours.**

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to children, adolescents and their families. The focus of this course is on the delivery of health care services to children, adolescents and their families. The emphasis of this course is on promoting the progression of competence within the Advanced Practice Nursing role.

**Prerequisites:** NUR 612 [Min Grade: B] and NUR 613 [Min Grade: B]

**NCC 686L. Clinical Practicum II: Advanced Pediatric Nursing - Acute Care. 3 Hours.**

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to children, adolescents and their families. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for children, adolescents and their families. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** (NCC 621 [Min Grade: B] or NCC 621 [Min Grade: B]) and (NCC 685L [Min Grade: P] or NCC 685L [Min Grade: P])

**NCC 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 student's knowledge base.

**NCC 688L. Child/Adolescent Acute and Continuing Care Nurse Practitioner Practicum III. 2 Hours.**

This course prepares the student in the Pediatric Nurse Practitioner role. The student develops the Pediatric NP role with patients/clients by providing pediatric health care services to clients (i.e. individuals, families, groups) emphasizing the promotion of health and the prevention of disease throughout the course of clinical experiences over two or three academic terms. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled as each clinical experience progresses, allowing him/her to become more proficient and to contribute to the management of more complex health problems. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity and social issues. The advanced practice role emphasis in this course encompasses a trajectory of the nurse practitioner experience from novice to beginning expert, including interdisciplinary collaboration, coach, educator, consultant roles. Prerequisite: NCC 622 and NCC 686L. Corequisite: NCC 623.

**Prerequisites:** (NCC 622 [Min Grade: B] and NCC 686L [Min Grade: P]) or (NCC 622 [Min Grade: B] and NCC 686L [Min Grade: P])

**NCC 692L. Clinical Practicum III: Advanced Pediatric Nurse Practitioner - Acute Care. 4 Hours.**

The purpose of this course is to enhance acquired management strategies and the use of best practice models in the delivery of high quality evidence-based care to pediatric patients and their families. The focus of this course is to evaluate progress toward achievement of professional competencies. The emphasis is on the incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of pediatric patients and their families.

**Prerequisites:** (NCC 622 [Min Grade: B] or NCC 622 [Min Grade: B]) and (NCC 686L [Min Grade: P] or NCC 686L [Min Grade: P])

**NCC 718L. Focus on Advanced Nursing Practice. 3 Hours.**

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

**Prerequisites:** NUR 612 [Min Grade: B] and NUR 613 [Min Grade: B] and NUR 614 [Min Grade: B] (Can be taken Concurrently)

**NCC 721. Advanced Pediatric Nursing I - Acute Care. 5 Hours.**

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of this course is to prepare the student to implement the role Doctor of Nursing Practice prepared Advanced Practice Nurse. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to children with complex acute, critical and chronic illness across the entire pediatric age spectrum, from birth to young adulthood.

**Prerequisites:** (NUR 614 [Min Grade: B] or NUR 614L [Min Grade: B]) and (NCC 618L [Min Grade: B] or NDP 618L [Min Grade: B] or NCC 718L [Min Grade: B])

**NCC 722. Advanced Pediatric Nursing II - Acute Care. 4 Hours.**

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness children with complex acute, critical and chronic illness across the entire pediatric age spectrum, from birth to young adulthood in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The focus of this course is on health promotion and disease prevention and management strategies from inter professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high quality evidence-based care of children with complex acute, critical and chronic illness across the entire pediatric age spectrum, from birth to young adulthood.

**Prerequisites:** NCC 721 [Min Grade: B] and NCC 785L [Min Grade: P]

**NCC 723. Advanced Pediatric Nursing III - Acute Care. 5 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care as a Doctor of Nursing Practice prepared Advanced Practice Nurse to children with complex acute, critical and chronic illness across the entire pediatric age spectrum, from birth to young adulthood. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** NCC 722 [Min Grade: B] and NCC 786L [Min Grade: P]

**NCC 785L. Practicum I: Pediatric Nurse Practitioner Acute Care. 3 Hours.**

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to children with complex acute, critical and chronic illness across the entire pediatric age spectrum, from birth to young adulthood. The focus of this course is on the delivery of health care services to children with complex acute, critical and chronic illness across the entire pediatric age spectrum, from birth to young adulthood. The emphasis of this course is on promoting the progression of competence within the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse.

**Prerequisites:** (NUR 614 [Min Grade: B] or NUR 614L [Min Grade: B]) and (NCC 618L [Min Grade: B] or NDP 618L [Min Grade: B] or NCC 718L [Min Grade: B])

**NCC 786L. Practicum II: Pediatric Nurse Practitioner - Acute Care. 3 Hours.**

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to children with complex acute, critical and chronic illness across the entire pediatric age spectrum, from birth to young adulthood. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic, management, and leadership skills in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse, to provide care for children with complex acute, critical and chronic illness across the entire pediatric age spectrum, from birth to young adulthood. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** NCC 721 [Min Grade: B] and NCC 785L [Min Grade: P]

**NCC 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 student's knowledge base.

**NCC 792L. Practicum III: Pediatric Nurse Practitioner - Acute Care. 4 Hours.**

The purpose of this course is to enhance acquired management strategies and the use of best practice models in the delivery of high quality evidence-based care to children with complex acute, critical and chronic illness across the entire pediatric age spectrum, from birth to young adulthood. The focus of this course is to evaluate progress toward achievement of competencies of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The emphasis is on the incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of children with complex acute, critical and chronic illness across the entire pediatric age spectrum, from birth to young adulthood.

**Prerequisites:** NCC 722 [Min Grade: B] and NCC 786L [Min Grade: P]

## **NCH-Nursing -Child Health Courses**

**NCH 760. Child Health Theories and Concepts. 3 Hours.**

This course will focus on selected theories and concepts related to child health, child health nursing and child health nursing education. Emphasis will be on the theoretical underpinnings of the theories and concepts, major theorists associated with the theories and concepts, measurement strategies and instruments, and implications for research, education, and practice.

**NCH 761. Emerging Issues in Child-Health Nursing. 3 Hours.**

This course will focus on emerging issues in child health, child health nursing and child health nursing education. Emphasis is on current thought, state of the science and research related to topics which affect the health and lives of infants, children, and adolescents. Pivotal MCH, public health resources and the latest research and information will be used to guide discussion.

## **NCL-Nursing-Clinical Nur Lead Courses**

**NCL 618L. 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])

**NCL 620. Systems in Population-based Care I. 4 Hours.**

This course is designed to provide the student with opportunities to integrate in-depth knowledge of theoretical and practical concepts required to measure and improve healthcare quality, outcomes and safety. The student will focus on 5 roles required for the beginning Clinical Nurse Leader: Clinician, Member of Profession, Interdisciplinary Healthcare Team Manager, Outcomes Manager and Lifelong Learner. The course explores theories of change, complexity, horizontal and lateral leadership, microsystems and decision-making and their relationship to nursing and the health care system. The following elements are integrated into this course: critical thinking, research, scholarly writing, scientific integrity, ethics, cultural diversity, and social issues.

**NCL 621. Systems in Population-based Care II. 3 Hours.**

This course is designed to provide the student with opportunities to develop additional knowledge of theoretical and practical concepts required to measure and improve healthcare quality, outcomes and safety. The student will focus on the four additional roles required for the beginning Clinical Nurse Leader: Information Manager, Systems Analyst/Risk Manager, Advocate, and Educator. The student will be expected to expand proficiency of previously learned Clinical Nurse Leader roles: Clinician, Member of a Profession, Team Manager, Outcomes Manager and Lifelong Learner. At the completion of this course the student will have explored all of the nine CNL roles as defined by the American Association of Colleges of Nursing's White Paper. The following elements are integrated into this course: critical thinking, research, scholarly writing, professional presentation, scientific integrity and ethics, cultural diversity, and social issues. Prerequisite: NCL 620 and NCL 685L. Corequisite: NCL 686L.

**Prerequisites:** NCL 620 [Min Grade: B] and NCL 685L [Min Grade: P] and (NUR 512 [Min Grade: B] or NUR 612 [Min Grade: B])

**NCL 685L. CNL Practicum I. 2-3 Hours.**

This course provides the student, at an introductory level, the opportunity to observe and apply in a clinical setting five of the nine CNL role functions: Clinician, Member of a Profession, Team Manager, Outcomes Manager and Lifelong Learner. The student will use these skills to focus on improving quality of care and patient safety. The student will be expected to utilize principals of critical thinking, evidence based research, scientific integrity and ethics, cultural diversity, and social issues to achieve above objectives. Prerequisite: NUR 600 and NUR 643. Corequisite: NCL 620.

**NCL 686L. CNL Practicum II. 2 Hours.**

Building on the preceding practicum, this course provides the student the opportunity to observe and apply in a clinical setting the remaining four of the CNL role functions. This course will focus on the student developing the CNL roles of information manager, systems analyst/risk manager, advocate, and educator. The student will be expected to expand proficiency of the previous CNL roles of clinician, professional, interdisciplinary team manager, outcomes manager and lifelong learner. The student will use this knowledge and skill to evaluate, design and implement interventions to improve quality of care and patient safety. At the completion of this course the student will have explored all of the nine CNL roles as defined by the American Association of Colleges of Nursing's White Paper. Prerequisite: NCL 620 and NCL 685L. Corequisite: NCL 621.

**Prerequisites:** NCL 620 [Min Grade: B] and NCL 685L [Min Grade: B]

**NCL 692L. CNL Capstone Practicum. 5 Hours.**

This course provides the student the opportunity to integrate and apply in an intensive clinical rotation the nine CNL roles. The student will be expected to expand their proficiency in the roles of advocate, professional, team manager, information manager, systems analyst/risk manager, clinician, outcomes manager, educator and lifelong learner. The student will use these skills to design, implement, evaluate, and disseminate plans of care to improve quality and patient safety. At the completion of this course the student will demonstrate, at novice level, the nine CNL roles as defined by the American Association of Colleges of Nursing's White Paper.

**Prerequisites:** NCL 620 [Min Grade: B] and NCL 685L [Min Grade: P]

## NCS-Nursing - Clinical Spec Courses

### NCS 617. Phenomenon of Concern to Advanced Practice Nurses. 1 Hour.

This graduate specialty course focuses on phenomena of concern to advanced practice nurses and is designed to give the Clinical Nurse Specialist student the theoretical underpinnings of selected non-disease based causes of illness. Clinical/didactic information regarding symptoms, functional problems, and risk behaviors will be included to assist the student operationalize the role of the CNS in the patient/client sphere of influence, the nurse/nursing service sphere of influence, and the organization sphere of influence.

### NCS 685L. Prac I: Clinical Specialization in Adult Health Nursing. 1,2 Hour.

This course is the first clinical practicum in the Clinical Nurse Specialist option. The student is provided the opportunity to develop the CNS role with a focus on the care of non-disease based etiologies of symptoms, functional problems, and risk behaviors among patients/ clients within a defined specialty. This practicum may include experiences in outpatient or inpatient settings. The student is expected to design evidence-based interventions for acute and/or chronic health problems commonly occurring within a defined specialty area. The following elements are integrated into this course: critical thinking, health promotion and disease prevention, research, ethics, cultural diversity, and social issues. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NUR 614L. Corequisite: NCA 621.

**Prerequisites:** (NUR 612 [Min Grade: B] or NUR 612 [Min Grade: B]) and (NUR 613 [Min Grade: B] or NUR 613 [Min Grade: B]) and (NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B] or NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B])

### NCS 686L. Practicum II: Clinical Specialization in Adult Health Nursing. 1-2 Hour.

This course further prepares the student in the Clinical Nurse Specialist role. The student continues to apply knowledge and current research findings to the management of selected acute and chronic health problems commonly occurring in the target population. While focusing on the care of acutely ill clients, the student develops the CNS role with nursing personnel through identifying and defining problems and opportunities; identifying and articulating factors contributing to resource management needs and outcomes; developing innovative solutions; and evaluating the effect of solutions. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NCA 621 and NCS 685L. Corequisite: NCA 622.

**Prerequisites:** (NCS 685L [Min Grade: P] or NCS 685L [Min Grade: P]) and (NCA 621 [Min Grade: B] or NCA 621 [Min Grade: B])

### NCS 687L. Practicum III: Clinical Specialization in Adult Health Nursing. 1-2 Hour.

This course further prepares the student in the Clinical Nurse Specialist role. The student continues to apply knowledge and current research findings to the management of selected acute and chronic health problems commonly occurring in the target population. While focusing on the care of acutely ill clients, the student develops the CNS role with nursing personnel through identifying and defining problems and opportunities; identifying and articulating factors contributing to resource management needs and outcomes; developing innovative solutions; and evaluating the effect of solutions. An Objective Structured Patient Experience held during this course will determine if the student can progress into 6 hours of the final residency course, NCA 692L. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NCS 686L. Corequisite: NCA 623.

**Prerequisites:** (NCA 622 [Min Grade: B] or NCA 622 [Min Grade: B]) and (NCS 686L [Min Grade: P] or NCS 686L [Min Grade: P])

### NCS 692L. Residency in Clinical Specialization. 2-4 Hours.

This course is the culminating experience for the student to practice in the role of the CNS. This course emphasizes the application of previously learned theories and knowledge from nursing and other disciplines. The student will implement the role of the CNS to manage the health care of adult clients, teaching, nurses and clients, discussing employment issues and evaluating products for use in clinical practice. Students arrange their own clinical sites with assistance/approval from clinical faculty. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation.

Prerequisite: NCA 623 and NCA 687L.

**Prerequisites:** (NCA 623 [Min Grade: B] and NCS 687L [Min Grade: P]) or (NCA 623 [Min Grade: B] and NCS 687L [Min Grade: P])

## NCV-Nursing - Cardiovascular Courses

### NCV 631. Electrocardiography for Advanced Nursing Practice. 3 Hours.

Concepts presented in the course include the biophysical, psychological, developmental, and adaptive nature of the human being as it relates to the formation, function, and regulation of the cardiac electrical system. Concepts of cardiovascular adaptation to biophysical and psychosocial variables are emphasized. Explanations for electrophysiologic and electrocardiographic phenomena are offered, as are nursing and medical interventions for cardiac electrical abnormalities. Content focuses on the concepts of electrophysiology and electrocardiography, interpreting cardiac electrical abnormalities, and analyzing the various medical and nursing therapies for the electrical abnormalities and their applications to the practice of advanced nursing. May be taken as an elective.

## NDP-Nursing - Dual Pediatric Courses

### NDP 613. Dual Option Pediatric Pharmacology. 2 Hours.

This course is a supplement to the current pharmacology course, NUR 613, required of all MSN Advanced Practice students. The content is specific to infants, children and adolescents with their unique physiologic and metabolic characteristics. Pre or corequisite: NUR 613.

**Prerequisites:** NUR 613 [Min Grade: B](Can be taken Concurrently) or NUR 613 [Min Grade: B](Can be taken Concurrently)

**NDP 618L. Focus on Advanced Nursing Practice Specialization. 3 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] or NUR 729 [Min Grade: B] or NUR 737 [Min Grade: B]) and (NUR 613 [Min Grade: B] or NUR 613 [Min Grade: B]) and NUR 614 [Min Grade: B] (Can be taken Concurrently)

**NDP 621. Dual Option Pediatric I. 4-5 Hours.**

This course provides a theoretical and practical base for students to diagnose and manage primary, acute, and continuing health problems of children and adolescents. Content includes management strategies from the domains of nursing, medicine, and pharmacological therapeutics, and emphasizes direct care to children, adolescents and their families. This course utilizes an on-line lecture/discussion and case study format to assist the student in the clinical assessment and decision-making to provide direct patient care to children, adolescents and their families within the scope of practice of primary and acute care child/adolescent nurse practitioners. The student is expected to apply the concepts and theories discussed in class to the care of children and adolescents during the clinical course taken in conjunction with this course. The following elements are integrated into this course: critical thinking, crisis management, health promotion and disease prevention, research, ethics, cultural diversity, cultural competence, and social issues.

**Prerequisites:** NUR 613 [Min Grade: B] (Can be taken Concurrently) or NUR 613 [Min Grade: B] (Can be taken Concurrently) and (NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B])

**NDP 622. Dual Option Pediatric II. 3-5 Hours.**

This course is designed to provide the students with opportunities to integrate in-depth knowledge of management of acute and continuing health care problems, family crises, case management, education and consultation roles and skills and procedures required by children, adolescents and their families who experience chronic, complex and life-threatening health problems. Students will have the opportunity to develop strategies to present information about acute and continuing health care problems to peers and colleagues. The following elements are incorporated into the course: critical thinking, crisis management, health promotion and disease prevention, scientific integrity and ethics, human diversity, cultural competence, social issues and professional role development.

**Prerequisites:** (NDP 621 [Min Grade: B] or NDP 621 [Min Grade: B]) and (NDP 685L [Min Grade: P] or NDP 685L [Min Grade: P])

**NDP 623. Dual Option Pediatric III. 4-5 Hours.**

This course provides a theoretical and practical base for students to diagnose and manage chronic health problems of children and adolescents. Additionally, students will be provided with opportunities to integrate in-depth knowledge of management of chronic health care problems, family crises, case management, education and consultation roles and skills and procedures required by children, adolescents and their families who experience chronic, complex health problems. Content includes management strategies from the domains of nursing, medicine, and pharmacological therapeutics, and emphasizes direct care to children, adolescents and their families. This course utilizes an on-line lecture/discussion and case study format to assist the student in the clinical assessment and decision-making to provide direct patient care to children, adolescents and their families within the scope of practice of primary and acute care pediatric nurse practitioners. Students will have the opportunity to develop strategies to present information about chronic health care problems to peers and colleagues. The student is expected to apply the concepts and theories discussed in class to the care of children and adolescents during the clinical course taken in conjunction with this course. The following elements are integrated into this course: critical thinking, crisis management, health promotion and disease prevention, research, ethics, cultural diversity, cultural competence, and social issues.

**Prerequisites:** (NDP 622 [Min Grade: B] or NDP 622 [Min Grade: B]) and (NDP 686L [Min Grade: P] or NDP 686L [Min Grade: P])

**NDP 624. Dual Option Pediatric IV. 3-5 Hours.**

This course provides a theoretical and practical base for students to diagnose and manage critical illnesses in children and adolescents. Additionally, students will be provided with opportunities to integrate in-depth knowledge of management of critical health care problems, family crises, case management, education and consultation roles and skills and procedures required by children, adolescents and their families who experience critical and complex health problems. Content includes management strategies from the domains of nursing, medicine, and pharmacological therapeutics, and emphasizes direct care to children, adolescents and their families. This course utilizes an on-line lecture/discussion and case study format to assist the student in the clinical assessment and decision-making to provide direct patient care to children, adolescents and their families within the scope of practice of primary and acute care pediatric nurse practitioners. Students will have the opportunity to develop strategies to present information about critical health care problems to peers and colleagues. The student is expected to apply the concepts and theories discussed in class to the care of children and adolescents during the clinical course taken in conjunction with this course. The following elements are integrated into this course: critical thinking, crisis management, health promotion and disease prevention, research, ethics, cultural diversity, cultural competence, and social issues.

**Prerequisites:** NDP 623 [Min Grade: B] and NDP 687L [Min Grade: P]

**NDP 625. Advanced Dual Option Pediatric Nurse Practitioner. 2 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care to primary and acute care pediatric patients and their families. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** NCC 622 [Min Grade: C] and NCC 686L [Min Grade: C]

### **NDP 685L. Dual Option Pediatric Nurse Practitioner Practicum I. 3 Hours.**

This course prepares the student in the Dual Option Pediatric Nurse Practitioner role. The student develops the NP role with patients/clients by providing health care to individual children, adolescents, families, and groups at any point of the continuum of health statuses in acute and continuing care settings. The student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include acute and chronic health problems and human responses to disease in children, adolescents and their families. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity, cultural sensitivity and social issues. The advanced practice role emphasis in this course provides experiences for the developing Dual Option Pediatric Nurse Practitioner including interdisciplinary collaboration, case management, educator, and consultant roles.

### **NDP 686L. Dual Option Pediatric Nurse Practitioner Practicum II. 3 Hours.**

This course prepares the student in the Pediatric Nurse Practitioner role. The student develops the Pediatric NP role with patients/clients by providing pediatric health care services to clients (i.e. individuals, families, groups) emphasizing the promotion of health and the prevention of disease throughout the course of clinical experiences over two or three academic terms. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled as each clinical experience progresses, allowing him/her to become more proficient and to contribute to the management of more complex health problems. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity and social issues. The advanced practice role emphasis in this course encompasses a trajectory of the nurse practitioner experience from novice to beginning expert, including interdisciplinary collaboration, coach, educator, consultant roles.

**Prerequisites:** (NDP 621 [Min Grade: B] or NDP 621 [Min Grade: B]) and (NDP 685L [Min Grade: P] or NDP 685L [Min Grade: P])

### **NDP 687L. Dual Option Pediatric Nurse Practitioner Practicum III. 3 Hours.**

This course prepares the student in the Pediatric Nurse Practitioner role. The student develops the Pediatric NP role with patients/clients by providing pediatric health care services to clients (i.e. individuals, families, groups) emphasizing the promotion of health and the prevention of disease throughout the course of clinical experiences over two or three academic terms. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled as each clinical experience progresses, allowing him/her to become more proficient and to contribute to the management of more complex health problems. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity and social issues. The advanced practice role emphasis in this course encompasses a trajectory of the nurse practitioner experience from novice to beginning expert, including interdisciplinary collaboration, coach, educator, consultant roles.

**Prerequisites:** (NDP 622 [Min Grade: B] or NDP 622 [Min Grade: B]) and (NDP 686L [Min Grade: P] or NDP 686L [Min Grade: P])

### **NDP 688L. Dual Option Pediatric Nurse Practitioner Practicum III. 3 Hours.**

NDP 688L prepares the student in the Dual Option Pediatric Nurse Practitioner role. The student develops the NP role with patients/clients by providing health care to individual children, adolescents, families, and groups at any point of the continuum of health statuses in acute and continuing care settings. The student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include acute and chronic health problems and human responses to disease in children, adolescents and their families. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity, cultural sensitivity and social issues. The advanced practice role emphasis in this course provides experiences for the developing Dual Option Pediatric Nurse Practitioner including interdisciplinary collaboration, case management, educator, and consultant roles.

**Prerequisites:** (NDP 621 [Min Grade: B] or NDP 621 [Min Grade: B]) and (NDP 685L [Min Grade: P] or NDP 685L [Min Grade: P]) and (NDP 622 [Min Grade: B] or NDP 622 [Min Grade: B]) and (NDP 686L [Min Grade: P] or NDP 686L [Min Grade: P]) and (NDP 623 [Min Grade: B] or NDP 623 [Min Grade: B]) and (NDP 687L [Min Grade: P] or NDP 687L [Min Grade: P])

### **NDP 692L. Residency: Dual Option Pediatric Nurse Practitioner. 4 Hours.**

This course prepares the student in the Pediatric Nurse Practitioner role to be a beginning expert in the diagnosis and management of pediatric patient problems. In the residency, the student is expected to continue to grow toward becoming an independent practitioner, specializing in the care of children. The student further develops the pediatric NP role with patients/clients by providing pediatric health care services to clients (i.e. individuals, families, groups) emphasizing the promotion of health and the prevention of disease. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human response to disease.

**Prerequisites:** (NCC 622 [Min Grade: B] or NCC 622 [Min Grade: B]) and (NCC 686L [Min Grade: P] or NCC 686L [Min Grade: P])

## **NEX - Nurse Executive Courses**

### **NEX 701. Culture of Health, Quality & Safety. 3 Hours.**

The purpose of this course is to identify and integrate elements that drive organizational transformation related to healthcare quality and safety and build positive cultural influence on the safety-quality-healthcare relationship. Students will learn how to create a safe environment for evolutionary behavior, thereby encouraging staff to embrace change while recognizing that it is not always easy. This course incorporates executive fundamental elements and skills to examine strategies to ensure a nimble organization that is quicker to adapt, and celebrates innovation to create an environment that welcomes reengineering, excels in health promotion and disease prevention, eliminate health disparities, and attracts and retains high quality nurses.

**NEX 702. Executive Coaching. 1-6 Hour.**

Engagement in the evaluation process is a necessary component of professional development. Building on personal and professional accountability, this course makes the most of the evaluation process by guiding students through advanced personal assessment, feedback, reflection, and coaching to enhance executive leadership effectiveness and potential. Students will evaluate their personal attributes and performance, working with a personal coach to determine accuracy of their understanding of impact on stakeholders and organizational outcomes. Areas of excellence and opportunities for improvement will be explored. Accomplishments and weaknesses will be mapped to business values, mission and goals. The student will write and implement an improvement plan, then reevaluate performance according to the plan. In the final semester, students will gauge the personal and organizational impacts of their executive 360° evaluation and developmental plan to not only develop self, but also others.

**NEX 703. Scientific Underpinnings for Executive Practice. 3 Hours.**

This course provides an understanding of the theoretical foundation to guide executive leaders. The content is derived from the philosophical and scientific underpinnings in leadership, nursing, change, systems, management, decision-making, care delivery models, as well as natural and behavioral sciences. In addition, students learn and utilize performance and organizational improvement models to formulate and answer business and clinical questions encountered by healthcare executives.

**NEX 704. Healthcare Technologies, Innovations & Analytics for Executive Leaders. 5 Hours.**

This course provides students with the knowledge base to recognize the utility of nursing involvement in planning, design, choice, and implementation of information systems in the practice environment, an understand, collect, manage, and measure clinical data. This course focuses on the informatics and data used for nurses in executive roles. Content includes collection, organization, analysis, and dissemination of information in nursing and health care. Student will produce data requests, design business or clinical questions, collect data, and used basic statistics and statistical process control charts to effectively analyze and interpret findings, and make data-based recommendations for healthcare improvement. Student are also introduced to executive roles related to nursing informatics, the information system life-cycle, telemedicine, and the use of technology to enhance care delivery and patient safety.

**NEX 705. Healthcare Finance Strategies. 3 Hours.**

Course content includes reporting and analysis of financial transactions and economics concerned with resource distribution and management. The basis of healthcare financial decision making is built on an understanding of accounting information, how systems operates in the complex industry of healthcare, and how both finance and accounting are subsets of economics. This course provides an overview of healthcare financial management at the executive level. This course is designed to establish a solid understanding of financial management concepts and to relate these concepts to the conduct and evaluation of health services and systems.

**NEX 706. Contemporary Issues: Global & National Perspectives. 3 Hours.**

Global health practice, administration and policy continues to evolve while national and international health systems and countries seek to balance their economic and health goals through health system improvement, modification and reform. This course addresses emerging events, advances, reform, and challenges in the delivery of health care around the world. Foundational concepts in health delivery are introduced and details about global health systems, such as cost, quality, access and innovation, are explored. Students will compare systems, such as cost, quality, access and innovation, are explored. Students will compare system similarities and differences within the United States and among other countries.

**NEX 707. Executive Fellowship. 1-9 Hour.**

The intensive 3-month student fellowship includes in class coaching and a 25-hour immersion session working with a hospital executive in a healthcare enterprise. Topics and hands on skills incorporated include personal leadership, leading change, communication as a leader, results-based leadership and collaboration, and inter-organizational project teamwork. Ongoing learning also happens in class between immersion events, where students and faculty work together to identify strengths and weaknesses, and develop strategies for improvement. Students also receive real-time executive coaching from their onsite mentor.

**NEX 708. Strategic Leadership for Healthcare System Transformation. 6 Hours.**

In a healthcare era of change and uncertainty, it is crucial that leaders learn not only how to be exceptional, but also what makes an exceptional leader. In this course, students will apply critical executive healthcare transformation competencies. Application of competencies is at both the individual and system level. Strategic planning is an important executive management tool. A sound strategic plan helps healthcare organizations thrive in dynamic environments and adapt as market conditions change. Students will incorporate practical guidance and expert insights for addressing near-term pressures, achieving long-term goals, and managing pitfalls that can derail effective planning.

**NEX 709. Population Health for Healthcare Transformation. 3 Hours.**

The purpose of this course is to identify and assimilate the executive role in leading population health to bring about a global and nationwide culture of wellness. Students will learn how to create and sustain patient engagement, utilize behavioral economics to improve health and focus on the customer. Content highlighting the importance of the continuum of care, and the connection between population health and the business care for achieving value-based care is covered. This course incorporates previously learned executive fundamental elements and skills to examine population health strategies that stimulate a nimble organization that is quicker to adapt and celebrates innovation to create an environment that welcomes reengineering, excels in health promotion and disease prevention, eliminates health disparities, and attracts and retains high quality employees.

**Prerequisites:** NEX 708 [Min Grade: B]

**NEX 710. Evidence-Based Healthcare Improvement. 3 Hours.**

The purpose of this course is to identify and integrate elements that drive organizational transformation related to healthcare quality and safety. The focus of this course is on strategies that enable organizations to build learning that provides reliable, high-quality care at lower costs. The emphasis building executive leadership skills for nurse executives that facilitate organizational transformation for quality.

**NEX 711. Policy Pers Ex Leader. 3 Hours.**

The purpose is to develop healthcare executives' skills in addressing regulatory and political influences in health and health care locally and globally. The focus is on understanding the political, social, and economic factors influencing health and health care operations. The emphasis is on identifying, understanding, and advocating for policy changes.

**Prerequisites:** NEX 702 [Min Grade: P] and NEX 704 [Min Grade: B] and NEX 739 [Min Grade: B](Can be taken Concurrently)

**NEX 712. Healthcare Program Implementation & Evaluation Methods for Organizational Improvement. 6 Hours.**

The purpose is to develop implementation and program evaluation knowledge and skills for organizational improvement. The focus is to use implementation science, quality improvement, and program evaluation methods to address a healthcare-related issue. The emphasis will be on developing implementation plans to optimize system effectiveness.

**Prerequisites:** NEX 701 [Min Grade: B] and NEX 702 [Min Grade: P] and NEX 703 [Min Grade: B]

**NEX 739. Executive Project Execution & Evaluation. 1-3 Hour.**

This is the DNP executive project course. The student presents evidence of achievements and competencies. The executive practice residency is completed in executive topics or specialty area of the student's choice. This course focuses on aspects of the final DNP project and interventions that promote health, prevent illness and disability, and alleviate health disparities at the executive level. The DNP project selected and planned by the student and advisor is implemented and completed during this course. The student completed the project, evaluates the outcomes, disseminates findings, and makes a formal, scholarly presentation to peers and faculty.

**NEX 744. Organization Improvement & Program Evaluation Strategies. 5 Hours.**

The purpose of this course is to synthesize knowledge related to evidence-based translational/implementation science models and strategies to improve health outcomes. Students will plan one program evaluation and one system-level evidence-based practice project as strategic tools to achieve positive change in a health-related organization. This course incorporates foundational executive leadership knowledge and skills to refine problem statements, derive answerable business and clinical questions, refine systematic reviews of the literature, and incorporate change theory. Course content helps students select methods, strategies, tools and measures needed to plan a scholarly program evaluation and successful evidence-based practice project. The course also addresses targeted strategies for disseminating project findings and recommendations.

**Prerequisites:** NEX 701 [Min Grade: B] and NEX 703 [Min Grade: B]

**NEX 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 student's knowledge base.

**NFA - RN First Assist Courses****NFA 620. Surgical Techniques. 3 Hours.**

This course will focus on the expanded functions unique to the RNFA role during operative and invasive procedures. The course includes the recommended content of the Core Curriculum for the RN First Assist and is designed to develop the beginning knowledge and skills needed for safe RNFA practice. Surgical practice and techniques such as sterile technique, positioning and draping, using instruments and medical devices, providing exposure, handling and cutting tissue, providing hemostasis, and suturing will be emphasized in a (hands on) laboratory experience. The course will be taught in a blended distance accessible format and on campus 4-5 day intensive session in an animal surgical laboratory. This format will enable each student to apply surgical principles and techniques to a swine surgical model. Students without operating room experience will be required to take the 4 credit hours (5 day intensive) and students with operating room experience will take 3 credit hours (4 day intensive). Admission to the ACNP/RNFA graduate program or RNFA post masters option required.

**NFA 621. Advanced Perioperative Nursing I. 3 Hours.**

This course will focus on the expanded functions unique to the RNFA role during operative and invasive procedures. The course includes the recommended content of the Core Curriculum for the RN First Assist and is designed to develop the beginning knowledge and skills needed for safe RNFA practice. The course will emphasize surgical and medical devices, providing exposure, handling, and cutting tissue, providing hemostasis, and suturing will be emphasized in a "hands-on" swine laboratory experience. The course will be taught in a blended distance accessible format and on-campus 1-day intensive session in the Nursing Competency Labs. The purpose of the course is to enable each student to apply surgical principles and techniques.

**Prerequisites:** NFA 620 [Min Grade: B]

**NFA 622. Advanced Perioperative Nursing I: Practicum. 1-3 Hour.**

This course prepares the advanced perioperative student to function in the expanded role of first assistant to the surgeon. In this practicum, the student is expected to continue to grow toward becoming a competent advanced perioperative nurse, specializing in problems requiring surgical interventions and management and the full scope of RNFA practice. Further, the student continues to apply, knowledge and current research findings to the management of actual and potential health problems, which include common surgical diseases and human responses to disease. The following elements are integrated into the course: critical thinking, research utilization, scientific integrity and ethics, human diversity, and awareness of social and professional issues. The advanced perioperative practice role emphasis in this course continues the trajectory of the RNFA as a beginning expert and includes role components such as interdisciplinary collaborator, educator, and consultant. Prerequisite: NFA 620 and NFA 621.

**Prerequisites:** (NFA 620 [Min Grade: B] and NFA 621 [Min Grade: B]) or (NFA 620 [Min Grade: B] and NFA 621 [Min Grade: B])

## NFH-Nursing - Family Courses

### NFH 618L. Focus on Advanced Nursing Practice Specialization. 3 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] or NUR 729 [Min Grade: B] or NUR 729 [Min Grade: B] or NUR 737 [Min Grade: B]) and (NUR 613 [Min Grade: B] or NUR 613 [Min Grade: B] and NUR 614 [Min Grade: B](Can be taken Concurrently)

### NFH 621. Advanced Family Nursing I. 3-5 Hours.

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of this course is to prepare the student to implement the role of the Advanced Practice Nurse. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to pediatric, adult and elderly populations.

**Prerequisites:** (NUR 612 [Min Grade: B] or NUR 612 [Min Grade: B] and (NUR 613 [Min Grade: B] or NUR 613 [Min Grade: B]) and (NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B] or NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B]) and (NUR 610 [Min Grade: B] or NUR 610 [Min Grade: B] or NUR 735 [Min Grade: B] or NUR 735 [Min Grade: B])

### NFH 622. Family Nurse Practitioner II. 3-4 Hours.

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to pediatric, adult and elderly populations. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for pediatric, elderly and adult populations. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** (NFH 621 [Min Grade: B] or NFH 621 [Min Grade: B]) and (NFH 685L [Min Grade: P] or NFH 685L [Min Grade: P])

### NFH 623. Family Nurse Practitioner III. 5 Hours.

This course is designed to provide the student with opportunities to integrate in-depth knowledge of health assessment and management skills to provide care for clients with commonly occurring chronic and complex health problems with diverse cultures over the life span. Students will also have the opportunity to develop strategies to market the nurse practitioner role, to create a specific practice position and to explore strategies to market their role in family health care. The following elements are integrated into the course: critical thinking, health promotion and disease prevention, scientific integrity and ethics, human diversity and social issues and professional role development.

**Prerequisites:** NFH 622 [Min Grade: B]

### NFH 623L. Family Nurse Practitioner III. 5 Hours.

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care to pediatric, adult, and elderly populations. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** (NFH 622 [Min Grade: B] or NFH 622 [Min Grade: B]) and (NFH 686L [Min Grade: P] or NFH 686L [Min Grade: P])

### NFH 685L. Practicum I: Family Nurse Practitioner. 3 Hours.

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to pediatric, adult and elderly populations. The focus of this course is on the delivery of health care services to pediatric, adult and elderly populations. The emphasis of this course is on promoting the progression of competence within the Advanced Practice Nursing role.

**Prerequisites:** (NUR 612 [Min Grade: B] or NUR 612 [Min Grade: B]) and (NUR 613 [Min Grade: B] or NUR 613 [Min Grade: B]) and (NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B] or NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B])

### NFH 686L. Practicum II: Family Nurse Practitioner. 3 Hours.

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to pediatric, adult and elderly populations. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for pediatric, adult and elderly populations. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** (NFH 621 [Min Grade: B] or NFH 621 [Min Grade: B]) and (NFH 685L [Min Grade: P] or NFH 685L [Min Grade: P])

### NFH 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.

**Prerequisites:** NFH 686 [Min Grade: P]

### NFH 692L. Practicum III: Family Nurse Practitioner. 3-6 Hours.

The purpose of this course is to enhance acquired management strategies and the use of best practice models in the delivery of high quality evidence-based care to pediatric, adult and elderly populations. The focus of this course is to evaluate progress toward achievement of professional competencies. The emphasis is on the incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of pediatric, adult and elderly populations.

**Prerequisites:** (NFH 622 [Min Grade: B] or NFH 622 [Min Grade: B]) and (NFH 686L [Min Grade: P] or NFH 686L [Min Grade: P])

### NFH 718L. Focus on Advanced Nursing Practice. 3 Hours.

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

**Prerequisites:** NUR 612 [Min Grade: B] and NUR 613 [Min Grade: B]

### NFH 721. Advanced Family Nursing I. 5 Hours.

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of the course is to prepare the student to implement the role Doctor of Nursing Practice prepared Advanced Practice Nurse. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to pediatric, adult and elderly populations.

**Prerequisites:** (NUR 614 [Min Grade: B] or NUR 614L [Min Grade: B]) and (NFH 618L [Min Grade: B] or NFH 718L [Min Grade: B])

**NFH 722. Advanced Family Nursing II. 4 Hours.**

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness for pediatric, adult and elderly populations in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The focus of this course is on the health promotion and disease prevention and the management of strategies from inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high quality evidence-based care of pediatric, adult and elderly populations.

**Prerequisites:** NFH 721 [Min Grade: B] and NFH 618L [Min Grade: P]

**NFH 723. Advanced Family Nursing III. 5 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care as a Doctor of Nursing Practice prepared Advanced Practice Nurse to pediatric, adult and elderly populations. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** NFH 722 [Min Grade: B] and NFH 786L [Min Grade: P]

**NFH 785L. Practicum I: Family Nurse Practitioner. 3 Hours.**

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to pediatric, adult and elderly populations. The focus of this course is on the delivery of health care services to pediatric, adult, and elderly populations. The emphasis of this course is on promoting the progression of competence within the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse.

**Prerequisites:** NFH 618L [Min Grade: B] or NFH 718L [Min Grade: B]

**NFH 786L. Practicum II: Family Nurse Practitioner. 3 Hours.**

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to pediatric, adult, and elderly populations. The focus of this course is to provide the student with opportunities to integrate in-depth diagnostic, management, and leadership skills in the role of the Doctor of Nursing Practice prepared Advanced practice Nurse to provide care for pediatric, adult, and elderly populations. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** NFH 721 [Min Grade: B] and NFH 785L [Min Grade: P]

**NFH 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.

**NFH 792L. Practicum III: Family Nurse Practitioner. 4 Hours.**

The purpose of this course is to enhance acquired management strategies and the use of best practice models in the delivery of high quality evidence-based care to pediatric, adult, and elderly populations. The focus of this course is to evaluate progress toward achievement of competencies of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The Emphasis is on the incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of pediatric, adult, and elderly populations.

**Prerequisites:** NFH 722 [Min Grade: B] and NFH 786L [Min Grade: P]

**NFN-Adv Forensic Nursing Courses****NFN 622. Advanced Forensic Nursing I. 3 Hours.**

The purpose of this course is to prepare nurses to care for patients intersecting with legal systems, specifically as a member of an interprofessional team of forensic healthcare professionals. The course builds on philosophies, concepts, frameworks, and theories included in nursing, health, forensic, and legal sciences realizing an integrated model of forensic nursing care, focusing on specialized forensic nursing treatment of the individual and family to promote safety and health. Emphasis is on the care of the individual patient, intersecting with legal systems, and includes evaluation and treatment of wounds, the process of investigation, and the use of evidence in the discrimination between intentional and unintentional injury in the medical forensic setting.

**NFN 623. Advanced Forensic Nursing II. 3 Hours.**

The purpose of this course is to prepare nurses to care for populations and systems intersecting with legal systems, specifically as a member of an interprofessional team of forensic healthcare professionals. The course builds on philosophies, concepts, frameworks, and theories included in nursing, health, forensic, and legal sciences realizing an integrated model of forensic nursing care, focusing on specialized forensic nursing treatment of populations and systems to promote safety and health. Emphasis is placed on utilization of knowledge of public health evaluative science, historical research, and other current evidence to establish policy, resource utilization, and determine the future direction of forensic nursing as a specialty.

**NGN-Nursing - Gerontological Courses****NGN 630. Advanced Practice Gerontology Nursing. 2 Hours.**

This course is designed to provide students in all advanced practice nursing tracks with the ability to integrate knowledge of gerontology and geriatrics with other specialty knowledge concerning the management of health care of adults. The emphasis in the course is on providing students with the background to apply this knowledge with elders and their families.

**NGN 631. Gerontology and Geriatrics for Advanced Nursing Practice. 3 Hours.**

This course is designed to provide students with the opportunity to integrate knowledge of gerontology and geriatrics with previously acquired knowledge concerning the management of health care of adults. It is the required support course for students in the gerontological nurse practitioner option and may be taken as an elective by students in other options. In this course students acquire knowledge of gerontology and geriatrics that is relevant to the nursing and medical management of health care of elders. This knowledge is applied in the required clinical course.

**NGN 632. Chronic Health Conditions for Advanced Nursing Practice. 3 Hours.**

This is a required support course for students in the gerontological nurse practitioner option, and may be taken as an elective by students in other options. In this course students acquire knowledge of a variety of clinical topics that are relevant to the nursing and medical management of health care of persons with complex chronic disorders such as urinary/fecal incontinence, chronic wounds and psychiatric disorders. The course is designed to provide students with the opportunity to integrate knowledge of selected chronic conditions with previously acquired knowledge concerning the management of health care of patients.

**NGN 685L. Practicum I: Gerontological Nurse Practitioner. 2 Hours.**

This is the first of two gerontological practica courses for the dual adult/Gerontological Nurse Practitioner specialty. In selected clinical settings students are expected to integrate the knowledge and competencies gained from foundation courses and didactic content to further develop the Gerontological Nurse Practitioner role. This course allows the student to develop the role by providing health care services to individuals, families, and groups, while emphasizing the promotion of health and prevention of disease. The student addresses the management of actual and potential health problems including common diseases and human responses to diseases. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity, and social issues. Prerequisite: NUR 614L. Corequisite: NAH 621.

**Prerequisites:** NUR 614L [Min Grade: B] or NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B]

**NGN 686L. Practicum II: Gerontological Nurse Practitioner. 2 Hours.**

This is the second of two gerontological practica courses for the dual adult/Gerontological Nurse Practitioner specialty. In selected clinical settings students are expected to integrate the knowledge and competencies gained from foundation courses and didactic content to further develop the Gerontological Nurse Practitioner role. This course allows the student to develop the role by providing health care services to individuals, families, and groups, while emphasizing the promotion of health and prevention of disease. It is anticipated that the student will be increasingly independent and skilled as the clinical experience progresses, allowing the student to contribute more toward the management of health problems. The advanced practice role emphasis in this course encompasses a trajectory of the nurse practitioner experience from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, educator, and consultant. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity, and social issues. Prerequisite: NAH 621 and NGN 685L. Corequisite: NAH 622.

**Prerequisites:** (NAH 621 [Min Grade: B] and NAH 658L [Min Grade: P]) or (NAH 621 [Min Grade: B] and NAH 621 [Min Grade: P])

**NGN 692L. Residency: Gerontological Nurse Practitioner. 1-4 Hour.**

This course is the third of three clinical practicum courses and is designated as the culminating practical experience for Gerontology nurse practitioner students. This course encourages the student to apply knowledge and theories from the core courses as well as previous clinical and clinical support courses. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NGN 686L.

**Prerequisites:** NAH 686L [Min Grade: P] or NAH 686L [Min Grade: P]

**NGN 731. Advanced Practice Gerontological Nursing I. 3 Hours.**

This course is designed to provide DNP students who are already adult, adult acute, and/or family nurse practitioners and who are delivering care to a majority of gerontological patients, with an advanced theoretical and empirical knowledge of aging. This level of specialized gerontological nursing knowledge is beyond what would be obtained in an acute, adult, or family nurse practitioner program. The content in NGN 731Q and NGN 732Q satisfies the ANCC didactic requirements for a secondary certification as a gerontological nurse practitioner under the alternative eligibility requirements. This course and NGN 732Q should be considered for students interesting in a secondary licensure and is not intended for initial licensure as an advanced practice gerontological nurse. Documentation of clinical hours required by the ANCC is incumbent upon the student, not the UASON. Questions concerning the alternative eligibility requirements may be addressed by course faculty or by the ANCC registrar.

**NGN 732. Advanced Practice Gerontological Nursing II. 3 Hours.**

This course is designed to provide DNP students who are already adult, adult acute, and/or family nurse practitioners and who are delivering care to a majority of gerontological patients, with an advanced theoretical and empirical knowledge of aging. This level of specialized gerontological nursing knowledge is beyond what would be obtained in an acute, adult, or family nurse practitioner program. The content in NGN 731Q and NGN 732Q satisfies the ANCC didactic requirements for a secondary certification as a gerontological nurse practitioner under the alternative eligibility requirements. This course and NGN 731Q should be considered for students interesting in a secondary licensure and is not intended for initial licensure as an advanced practice gerontological nurse. Documentation of clinical hours required by the ANCC is incumbent upon the student, not the UASON. Questions concerning the alternative eligibility requirements may be addressed by course faculty or by the ANCC registrar.

**NHP-Nursing - Health Policy Courses****NHP 701. Essentials of Population Health Science. 3 Hours.**

This course is intended to provide the graduate nurse leader with an overview of concepts and methods used in population health science. This course explores the influence of various determinants of health on population health outcomes and examines methods to maintain health and wellness in populations. Emphasis is place on population segments within current healthcare systems. This course provides an overview of models of value-driven care, designed to improve access to and quality of care, while reducing cost. This course examines the components of the population health analytic cycle, as well as the types and sources of data used in population health analytics.

**Prerequisites:** NUR 737 [Min Grade: B](Can be taken Concurrently) and NUR 745 [Min Grade: B](Can be taken Concurrently)

**NHP 702. Population Health: Organization, Delivery, and Financing. 3 Hours.**

This course is intended to provide the graduate nurse leaders with an overview of major issues related to the design, function, management, regulation, and evaluation of health insurance managed care plans, and government-based population health management. Course provides a firm foundation in basic concepts pertaining to private and public sector health insurance/benefit plans. Key topics include population care delivery and payment innovations and management techniques provider payment models, risk-sharing and other incentives for organization integration, quality and accountability, cost-containment. Innovative payment models and initiatives supporting health care providers and health care organizations in testing alternative care delivery and payment modes are reviewed in the context of three core strategies for improving the US health system: improving the way health care providers are paid, improving the way care is delivered, and increasing the availability of information to guide decision-making.

**Prerequisites:** NHP 701 [Min Grade: B]

**NHP 703. Principles of Epidemiology and Population Health Analytics. 3 Hours.**

This course is intended to provide the graduate nurse leaders with a working knowledge of epidemiology and population health analytics. The descriptive and analytical aspect of epidemiology provide a foundation for critically examining the distribution of diseases and social determinant of health within population aggregates, as well as the programs designed for health promotion and disease prevention within communities. The research aspects of epidemiology enrich and reinforce graduate course work in evaluation of population-based outcomes.

**Prerequisites:** NUR 731 [Min Grade: B](Can be taken Concurrently) and NHP 702 [Min Grade: B]

**NHP 704. Population Health: Quality and Safety Supporting Accountable Care. 3 Hours.**

This course is intended to provide the graduate nurse leader with an overview of concepts and methods used in healthcare systems to improve quality and promote safety in the delivery of care. This course provides an overview of methods used in quality assessment, and improvement, of healthcare structures, processes, and outcomes across organizational levels. In addition, this course introduces key concepts in safety science applicable to healthcare. Content includes an examination of the extent and impact of safety issues, and their causal, mitigating, and preventative factors. Emphasis is placed on promoting a culture of safety and accountability.

**Prerequisites:** NUR 729 [Min Grade: B](Can be taken Concurrently) and NHP 703 [Min Grade: B]

**NHP 705. Population Health: Program Design and Evaluation. 3 Hours.**

This course is intended to provide the graduate nurse leader with an overview of concepts and methods used to design and evaluate population health programs based in an actual setting. Specific focus will be placed on elements of program planning, applicable project management best practices, and designing program evaluation plan using the LOGIC model. Students will apply the theories learned in this course to an actual project in NHP 707 and NHP 708.

**Prerequisites:** NHP 743 [Min Grade: B](Can be taken Concurrently) and NHP 704 [Min Grade: B]

**NHP 706. Population Health: Population and Consumer Health Informatics. 3 Hours.**

This course is intended to provide the graduate nurse leader with an overview of concepts and methods used to design and evaluate population health programs based in an actual setting. Specific focus will be placed on elements of program planning, applicable project management best practices, and designing a program evaluation plan using the LOGIC model. Students will apply the theories learned in this course to an actual project in NHP 707 and NHP 708.

**Prerequisites:** NHP 704 [Min Grade: B] and NUR 743 [Min Grade: B] (Can be taken Concurrently)

**NHP 707. Population Health Practicum I. 2 Hours.**

This course is an experiential based practicum for students to develop in the role of the population health nurse leader. Emphasis is placed on the synthesis and application of the theories and concepts that provide the basis of population health practice. Students will develop the ability to collaborate in multidisciplinary groups, identifying areas for the design and implementation population health program development. Students will spend 120 hours during the semester working with a clinical informatics specialist in practice.

**Prerequisites:** NHP 706 [Min Grade: B] and NHP 705 [Min Grade: B]

**NHP 708. Population Health Practicum II. 2 Hours.**

This course is an experiential and applied practicum for students to develop in the role of the population health nurse leader. Emphasis is placed on the synthesis and application of the theories and concepts that provide the basis of population health practice. Students will demonstrate the ability to collaborate in multi-disciplinary groups and will implement a population health-based project. Students will spend 120 hours during the semester working with a population health leader.

**Prerequisites:** NHP 707 [Min Grade: P]

**NHP 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 student's knowledge base.

**NHSA-Nursing and Health Admin Courses**

**NHSA 616. Nursing Financial Management. 4 Hours.**

Nurse leaders play an important role in managing the financial responsibilities for providing high quality care. This course explores health care economics and health care policy as it applies to access, costs, and quality, current and future mechanisms for financing health care services, and organization and unit level budgeting principles. Content will include creating, monitoring, and analyzing a budget, interpreting financial information, and capital budgeting. Corequisite: NHSA 617L.

**NHSA 617L. Nursing Financial Management Practicum. 2-3 Hours.**

This course provides a practical base for students to apply financial concepts in a health care organization. Students will work with healthcare administrators to create, monitor, and/or analyze budgets, examine revenue cycle for opportunities for improvement, and develop a business case for a new product or service.

**NHSA 618. Human Resource Management. 3 Hours.**

This course provides a theoretical basis for students to learn and apply human resources and organizational concepts, theories, and behaviors. The course will facilitate the individual growth and development of the nurse leader. Content includes human resource management issues; recruitment and retention; staff development; roles clarification; leadership development and succession planning; teamwork and collaborative practice; conflict management; performance management; cultural competence and the work environment; personnel policies, standards, and laws; and decision making and governance models. Students will begin developing a professional portfolio. Successful completion of field experience is required.

**NHSA 620. Nursing and Health Systems Administration I. 3 Hours.**

This course provides a theoretical base for students to develop the role of nursing and health systems administrator at the unit level. Emphasis is placed on the development of the knowledge and skills necessary for implementing the management role. Students will develop specific administrative competencies to include the ability to: understand self and others, communicate effectively, develop subordinates, manage conflict, monitor personal and individual performance, manage projects, delegate effectively, manage time and stress, foster a productive work environment, live with change, and build and maintain a power base. Content builds on the theoretical foundations of leadership, organizational behavior, and capital management applied to the structure of nursing and health organizations, patient care delivery and classification systems, staffing, budgeting, quality standards and improvement, risk management, leadership development, strategic planning, and change management. The following elements are integrated into this course: critical thinking, research, scholarly writing, professional presentation, scientific integrity and ethics, cultural diversity, and social issues. The role emphasis of this course is that of beginning nurse manager. Prereq: Admission to the Nursing and Health Systems Administration option.

**Prerequisites:** NUR 601 [Min Grade: B] and (MBA 609 [Min Grade: C] or HCO 615 [Min Grade: C]) and (MBA 632 [Min Grade: C] or HA 631 [Min Grade: C]) and NUR 602 [Min Grade: C]

**NHSA 621. Nursing and Health Systems Administration II. 2,4 Hours.**

This course provides a theoretical and experiential base for students to develop and implement the role of nursing and health systems administrator at the division/ department level. Emphasis is placed on the synthesis of knowledge and skills from the disciplines of nursing and business management that is necessary to apply when assuming the middle management role. Students will develop specific administrative competencies to include the ability to manage collective performance, design and organize projects, negotiate agreement and commitment, and create change. Content includes analysis of administrative roles and functions, strategies for coordination of quality care within and across departments and systems, strategies for service as an expert resource, business planning, cost and productivity, redesigning practice to achieve goals, models of practice and service delivery, utilization of consultants, managing product/service lines, and utilization of research for improving nursing processes and patient care outcomes. The following elements are integrated into this course: critical thinking, research, scholarly writing, professional presentation, scientific integrity and ethics, cultural diversity, and social issues. The role emphasis of this course is that of mid-level manager. Prerequisite: NHSA 620. Corequisite: NHSA 685L.

**Prerequisites:** NHSA 620 [Min Grade: B]

**NHSA 622. Nursing and Health Systems Administration III. 2 Hours.**

This course continues to provide a theoretical and experiential base for students to develop and implement the role of nursing and health systems administrator at the executive level. Through seminar discussion and with an executive level preceptor, emphasis is placed on the application, synthesis, and integration of knowledge and skills necessary for effective and efficient management of human and material resources, while incorporating the ethical, social, legal, financial, and economic aspects of health care delivery, health policy, and regulatory requirements for both staff and the organization. Students will develop specific administrative competencies to include the ability to manage organizational performance, manage across functions, present ideas, think creatively, and develop a vision, mission, strategic plan, and set goals. Content includes health care regulation and policy, practice plans and financing, internal and external environmental influences on nursing and health care systems, information system development and management, quality improvement, and managed care systems. The following elements are integrated into this course: critical thinking, research, scholarly writing, professional presentation, scientific integrity and ethics, cultural diversity, and social issues. The role emphasis of this course is that of chief nurse executive. Prerequisite: NHSA 621 and NHSA 685L. Corequisite: NHSA 686L.

**Prerequisites:** NHSA 621 [Min Grade: B]

**NHSA 630. Health Services Marketing Management. 3 Hours.**

The redesign of healthcare organizations has mandated larger spans of control for nurse managers with expertise and leadership skills in organizational, human resource, and financial management. The need for the integration of clinical skills with business know-how has been fueled by a more diverse work force with direct responsibility for non-nursing staff, an increased emphasis on customer service and risk management, and the ability to design and implement care delivery models that extend beyond the walls of the organization into the community and its stakeholders. Health systems across the country (and internationally), including home health agencies, managed care entities, public and private sector hospitals, long-term and ambulatory care facilities, and insurance companies, are searching for advanced level nurses for management and executive level positions.

**NHSA 631. Advanced Quality and Patient Safety. 1-4 Hour.**

This course examines current issues in quality improvement and patient safety activities. The course includes a review of past and current efforts, tools, and theories of quality assessment, assurance, utilization management, and measuring and improving outcome. In addition, the course looks at new initiatives to improve quality and safety through regulation, reporting and financial incentives.

**NHSA 632. Nursing and Health Systems Administration I. 2-4 Hours.**

This course provides a theoretical base for students to develop the role of nursing and health systems administrator. Emphasis is placed on development of knowledge and skills necessary for implementing the management role. Students will develop specific administrative competencies to include the ability to: understand self and others; communicate effectively, develop subordinates, manage conflict, monitor personal, individual, and team performance, manage projects, delegate effectively, manage time and stress, foster a productive work environment, live with change, and build and maintain a power base. Content builds on the theoretical foundations of leadership, organizational behavior, financial management, patient care delivery, quality standards and improvement, risk management, leadership development, and change management. The following elements are integrated into this course: critical thinking, research, scholarly writing, professional presentation, scientific integrity and ethics, cultural diversity, and social issues. The role emphasis of this course is for entry and mid-level nurse leaders. Prerequisite: Admission to the Nursing and Health Systems Administration option.

**Prerequisites:** NHSA 616 [Min Grade: B] and NHSA 617L [Min Grade: P] and NHSA 618 [Min Grade: B] and NHSA 631 [Min Grade: B] and NHSA 681L [Min Grade: P]

**NHSA 633. Nursing and Health Systems Administration II. 4 Hours.**

This course offers a theoretical base for students to develop and implement the role of nursing and health systems administrator at the service line/division or higher level. Emphasis is on the synthesis of knowledge and skills from multiple disciplines including nursing and business necessary when assuming a mid-level to senior level leadership role. A primary focus of this course is to develop the nurse leader as an expert to influence patient care, systems and community outcomes in a variety of settings such as ambulatory clinics, long-term care, acute care, community, managed care and policy-making. Content includes strategic management, health care policy and regulation, internal and external environmental assessments, disaster preparedness, and organizational and professional accountability. The following elements are integrated into this course: critical thinking, research, scholarly writing, professional presentation, scientific integrity and ethics, cultural diversity, and social issues. The role emphasis of this course is mid-level to senior level leadership roles.

**Prerequisites:** NHSA 632 [Min Grade: B] and NHSA 682L [Min Grade: P]

**NHSA 640. Economics for Nursing. 3 Hours.**

Nurses care for people and caring is the central concept of modern nursing. Yet caring takes many forms, including caring about the economics of services provided. Changes in payment systems, organizational structure and the U.S.healthcare market have led to new interests in the economics of care delivery. Nurses play a major role in this care delivery, as clinicians, administrators and scholars. Topics for the completely on-line course include a basic introduction to economics as it applies to nursing, the nursing labor and service markets and critical professional economic issues facing nursing today.

**NHSA 681L. Advanced Quality and Patient Safety Practicum. 2-3 Hours.**

This course provides an experiential base for students to develop and implement the role of nursing and health systems quality and outcomes manager within a healthcare organization. Students will analyze outcomes measurement and quality improvement in a health care setting from a strategic perspective and engage, as leaders and participants, in efforts to improve the quality of health services.

**NHSA 682L. Nursing and Health Systems Administration I Practicum. 2-4 Hours.**

This course is the third of four required practicum courses for the nursing and health systems administration student. Students in this course will synthesize theoretical concepts for administration practice and apply knowledge and skills obtained in masters core courses and prerequisite support courses to meet the objectives of the course. Students will arrange their own clinical site(s) with assistance/approval from clinical faculty.

**Prerequisites:** NHSA 616 [Min Grade: B] and NHSA 617L [Min Grade: P] and NHSA 618 [Min Grade: B] and NHSA 631 [Min Grade: B] and NHSA 681L [Min Grade: P]

**NHSA 683L. Nursing and Health Systems Administration II Practicum. 2 Hours.**

This course is the last of four practicum courses for the nursing and health-systems administration student. Students in this course will synthesize theoretical concepts for administration practice and apply knowledge and skills obtained in masters core courses and prerequisite support courses to meet the objectives of the course. Emphasis is placed on the synthesis of knowledge and skills from the disciplines of nursing and business management that is necessary to apply when assuming a mid- or senior level management/leadership role. Students will arrange their own clinical sites with assistance/approval from clinical faculty.

Prerequisite: NHSA 632 and NHSA 682L. Corequisite: NHSA 633.

**Prerequisites:** NHSA 632 [Min Grade: B] and NHSA 682L [Min Grade: P]

**NHSA 685L. Nursing and Health Systems Administration Practicum I. 1-2 Hour.**

This course is the first of two required application courses for the nursing and health-systems administration student. Students in this course will synthesize theoretical concepts for administration practice and apply knowledge and skills obtained in masters core courses and prerequisite support courses to meet the objectives of the course. Students arrange their own clinical sites with assistance/approval from clinical faculty.

Prerequisite: NHSA 620. Corequisite: NHSA 621.

**Prerequisites:** NHSA 620 [Min Grade: B]

**NHSA 686L. Nursing and Health Systems Administration/Quality Management Practicum II. 4 Hours.**

Nursing and Health Systems Administration/Quality and Outcomes Management in Health Systems: This course provides an experimental base for students to develop and implement the role of nursing and health systems administrator and quality and outcomes manager at the executive level. Emphasis is placed on the synthesis of knowledge and skills from the disciplines of nursing and business management that is necessary to apply when assuming a management and leadership role. Students will analyze outcomes measurement and quality improvement in a health care setting from a strategic perspective and engage, as leaders and participants, in efforts to improve the quality of health services. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NHSA 621 and NHSA 685L. Corequisite: NHSA 622.

**Prerequisites:** NHSA 621 [Min Grade: B] and NHSA 685L [Min Grade: P]

**NHSA 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 student's knowledge base.

**NHSL - Nursing Hlth Sys Leader Courses****NHSL 604. Developing the Advanced Nurse Leader. 3 Hours.**

The purpose of this course is to provide core content in leadership theories and models for MSN students in the Health Systems Leadership division. The focus of this course is on major theoretical leadership perspectives and change management providing rigorous evidence for systems' practice application and innovation. Emphasis is on specialty role competencies integrating leadership skills for emerging leaders are included through professional development experiences. This course will include a range of practical skills and special topics on major trends in contemporary leadership, including communication, relationship building, negotiation and conflict, change management, ethical and moral leadership, and team science.

**NHSL 606. Evidence-Based Translation and Management. 3 Hours.**

In this course, the graduate student nurse in the leadership core will learn about and apply the activities of retrieval, rating, grading, synthesis, and translation of evidence to support change to improve quality, safety, efficiency, and outcomes for systems and population. The course stresses the interdependence and fluidity of various approaches to evidence-based practice with an emphasis on developing your skills in scientific inquiry, critical appraisal, and translation. You will examine the use of evidence in the nurse leader practice and use the knowledge and skills gained in this course to apply to future scholarly projects.

**Prerequisites:** NHSL 610 [Min Grade: B] and NHSL 604 [Min Grade: B]

**NHSL 610. Health Care Systems for Advanced Leaders. 3 Hours.**

The purpose of this course is to provide graduate nurse leader students with the fundamental knowledge and skills necessary to assume leadership, fiscal, and system responsibilities for providing high-quality services in healthcare organizations. This course focuses on healthcare systems, organizational structures, economics concepts, fiscal management, health policy, and delivery of population health services across the continuum of care. Emphasis is on the integration and use of system concepts, organization theories, fiscal responsibilities, resource management, and legal and ethical issues driving strategic decision-making in healthcare organizations.

**NHSL 704. Developing the Advanced Nurse Leader. 3 Hours.**

The purpose of this course is to identify and integrate leadership theories and models that drive advanced nurse leader decision-making. The focus is to establish a solid understanding of leadership concepts and to relate these concepts to the operational practices of the advanced nurse leader. The emphasis is the practical application of leadership concepts, theories, and models for operational and strategic planning within an organization.

**NHSL 710. Healthcare Systems for Advanced Nurse Leaders. 3 Hours.**

The purpose of this course is to identify and integrate the required skills and principles of leadership that drive advanced nurse leader decision-making at the organization/system levels. The focus is to establish a solid understanding of advanced leadership skills and knowledge required by nurse leaders in healthcare organizations. The emphasis is the practical application of leadership skills for the advanced nurse leader in patient-centered health care organizations.

**NMD - Nursing - Diabetes Mnmgmt Courses****NMD 621. Advanced Management of Diabetes I. 3 Hours.**

A variety of management strategies will be presented from multiple healthcare disciplines. The perspectives of the multi-disciplinary team in assisting persons to achieve self-care goals is an important theme throughout this course as are the current controversies, issues, and research findings underlying present approaches to treatment and patient/family education. Topics presented are based on the curriculum blueprint of the American Diabetes Educators Program recommendations for the ANCC/AADE Advanced Diabetes Management certification examination for clinical nurse specialist and/or nurse practitioners. The topics addressed in this course include: recognition of early signs of diabetes mellitus, self glucose monitoring, diabetes among: minorities, and those residing in rural settings. Pre-req: NUR 600, NUR 614, NCA 621 and NCA 685L or equivalent or ANCC certification as a Nurse Practitioner.

**NMD 622. Advanced Management of Diabetes II. 3 Hours.**

This online course is the second in a program of study focusing on advanced diabetes management across the lifespan. Two didactic and three clinical courses are offered that will provide a multi-disciplinary framework for the identification of those at risk for or who already possess the metabolic syndrome, prediabetes, frank type 1 or 2 diabetes mellitus and/or the associated complications. A variety of management strategies will be presented from multiple healthcare disciplines. The perspectives of the multi-disciplinary team in assisting persons to achieve self-care goals is an important theme throughout this course as are the current controversies, issues, and research findings underlying present approaches to treatment and patient/family education. Topics presented are based on the curriculum blueprint of the American Diabetes Educators Program recommendations for the ANCC/AADE Advanced Diabetes Management certification examination for clinical nurse specialist and/or nurse practitioners. Topics presented will be based on the curriculum of the American Diabetes Educators Program recommendations for the Certified Diabetes Educator. These topics include: family planning, gestational diabetes, poly cystic ovarian syndrome (PCOS), orthopedic sequelae of diabetes, transplantation, glucose monitoring, insulin pump and other advanced diabetes technologies, diabetes in: rural minorities, elderly, children; diabetes in persons with disabilities, insurance issues, cultural issues, economic issues, mood disorders, eating disorders, hypoglycemia, pain management, foot care, risks of ESRD, hypertension, obesity, dental concerns and provider reimbursement issues regarding diabetes education services. Prerequisite: NMD 621 and NMD 685L or ANCC certification as a nurse practitioner.

**Prerequisites:** NMD 621 [Min Grade: B] or NMD 621 [Min Grade: B]

**NMD 685L. Practicum I: Advanced Management of Diabetes. 3 Hours.**

NMD 685L allows the student to begin the development of the Advanced Diabetes Management role by providing health care services to clients across the lifespan (i.e., individuals, families, groups) in a variety of settings and emphasizing the promotion of health and the prevention of disease. Further, the student applies knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled as each clinical experience progresses, allowing him/her to become proficient and to contribute to the management of more complex health problems. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity and awareness of social and professional issues. The advanced practice role emphasis in this course begins the trajectory of the NP experience from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, teacher, manager, researcher, and consultant. Students arrange their own clinical sites with assistance/approval from clinical faculty. Corequisite: NMD 621.

**NNE-Nursing - Neonatal Courses****NNE 613. Neonatal Pharmacology and Therapeutics. 3 Hours.**

This course focuses on the analysis and utilization of principles of pharmacology and pharmacokinetics for the purpose of planning, implementing, and evaluating therapeutic pharmacological interventions within the specified population. The unique characteristics of the neonatal population, related to therapeutic needs, as well as drug absorption, metabolism and excretion are defined.

**NNE 614L. Assessment and Diagnostic Reasoning for Advanced Nursing Practice. 4 Hours.**

This course is designed to provide students with an advanced level of skill and knowledge in critical thinking, procedures and skills, and diagnostic reasoning for conducting health assessments and planning care for wholistic, 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)

**NNE 618L. Focus on Advanced Nursing Practice Specialization. 3 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 729 [Min Grade: B] or NUR 737 [Min Grade: B]) and (NUR 613 [Min Grade: B] and NUR 614 [Min Grade: B] (Can be taken Concurrently)

**NNE 621. Advanced Neonatal Nursing I. 5 Hours.**

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of this course is to prepare the student to implement the role of the Advanced Practice Nurse. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to neonates, infants, and young toddlers up to two years of age.

**Prerequisites:** NUR 612 [Min Grade: B] and (NUR 610 [Min Grade: B] or NUR 735 [Min Grade: B]) and NUR 613 [Min Grade: B] and (NUR 614 [Min Grade: B] or NUR 614L [Min Grade: B])

**NNE 622. Advanced Neonatal Nursing II. 4-5 Hours.**

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness of neonates, infants, and young toddlers up to the age of two. The focus of this course is on health promotion and disease prevention and management strategies from inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high quality evidence-based care to neonates, infants, and young toddlers up to the age of two.

**Prerequisites:** (NNE 621 [Min Grade: B] or NNE 621 [Min Grade: B]) and (NNE 685L [Min Grade: P] or NNE 685L [Min Grade: P])

**NNE 623. Advanced Neonatal Nursing III. 4-5 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care to neonates, infants, and young toddlers up to the age of two. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** (NNE 622 [Min Grade: B] or NNE 622 [Min Grade: B]) and (NNE 686L [Min Grade: P] or NNE 686L [Min Grade: P])

**NNE 684L. Practicum I: Neonatal Nurse Practitioner. 2-3 Hours.**

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to neonates, infants, and young toddlers up to the age of two. The focus of this course is on the delivery of health care services to neonates, infants, and young toddlers up to the age of two. The emphasis of this course is on promoting the progression of competence within the Advanced Practice Nursing role.

**Prerequisites:** (NUR 612 [Min Grade: B] or NUR 612 [Min Grade: B]) and (NUR 613 [Min Grade: B] or NUR 613 [Min Grade: B]) and (NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B] or NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B])

**NNE 685L. Practicum I: Neonatal Nurse Practitioner. 3 Hours.**

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to neonates, infants, and toddlers up to the age of two. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for neonates, infants, and toddlers up to the age of two. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** NNE 618L [Min Grade: P] and NNE 621 [Min Grade: B]

**NNE 686L. Practicum II: Neonatal Nurse Practitioner. 3 Hours.**

This course is the second of two practicum courses that will be followed by a residency. In selected clinical settings, students are expected to integrate the knowledge and competencies gained from foundation courses to begin to further develop the NNP Role.

**Prerequisites:** NNE 685L [Min Grade: B] (Can be taken Concurrently) or NNE 621 [Min Grade: B] (Can be taken Concurrently)

**NNE 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 student's knowledge base.

**NNE 692L. Practicum III : Neonatal Nurse Practitioner. 4 Hours.**

The purpose of this course is to enhance acquired management strategies and the use of best practice models in the delivery of high quality evidence-based care to neonate, infant, and young toddler up to the age of two. The focus of this course is to evaluate progress toward achievement of professional competencies. The emphasis is on the incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of neonate, infant, and young toddler up to the age of two.

**Prerequisites:** (NNE 622 [Min Grade: B] or NNE 622 [Min Grade: B]) and (NNE 685L [Min Grade: P] or NNE 685L [Min Grade: P])

**NNE 718L. Focus on Advanced Nursing Practice. 3 Hours.**

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

**Prerequisites:** NUR 612 [Min Grade: B] and NUR 613 [Min Grade: B] and NUR 614 [Min Grade: B](Can be taken Concurrently)

**NNE 721. Advanced Neonatal Nursing I. 5 Hours.**

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of this course is to prepare the student to implement the role Doctor of Nursing Practice prepared Advanced Practice Nurse. The Emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to neonates.

**Prerequisites:** (NUR 614 [Min Grade: B] or NUR 614L [Min Grade: B]) and (NNE 718L [Min Grade: B] or NNE 618L [Min Grade: B])

**NNE 722. Advanced Neonatal Nursing II. 4 Hours.**

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness for neonates in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The focus of this course is on the health promotion and disease prevention and the management of strategies form inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high quality evidence-based care of neonates.

**Prerequisites:** NNE 721 [Min Grade: B]

**NNE 723. Advanced Neonatal Nursing III. 5 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course in on the utilization of complex models and systems of practice to deliver high quality evidence-based care as a Doctor of Nursing Practice prepared Advanced Practice Nurse to neonates. The emphasis of the course in on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** NNE 722 [Min Grade: B] and NNE 785L [Min Grade: P]

**NNE 784L. Practicum I: Neonatal Nurse Practitioner. 3 Hours.**

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to neonates. The focus of this course is on the delivery of health care services to neonates. The emphasis of this course is on promoting the progression of competence within the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse.

**Prerequisites:** NNE 618L [Min Grade: P]

**NNE 785L. Practicum II: Neonatal Nurse Practitioner. 3 Hours.**

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to neonates. The focus of this course is to provide the student with opportunities to integrate in-depth diagnostic, management, and leadership skills in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse to provide care for neonates. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** NNE 721 [Min Grade: B] and NNE 784L [Min Grade: P]

**NNE 786L. Practicum II: Neonatal Nurse Practitioner. 3 Hours.**

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to neonates. The focus of this course is to provide the student with opportunities to integrate in-depth diagnostic, management, and leadership skills in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse to provide care for neonates. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** NNE 722 [Min Grade: B] and NNE 784L [Min Grade: P]

**NNE 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 student's knowledge base.

**NNE 792L. Practicum III: Neonatal Nurse Practitioner. 4 Hours.**

The purpose of this course is to enhance acquired management strategies and the use of best practice models in the delivery of high quality evidence-based care to neonates. The focus of this course is to evaluate progress toward achievement of competencies of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The Emphasis is on the incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of neonates.

**Prerequisites:** NNE 722 [Min Grade: B] and (NNE 785L [Min Grade: P] or NNE 786L [Min Grade: P])

**NNI-Nursing - Informatics Courses****NNI 621. Conceptual Basis for Informatics Practice. 3 Hours.**

This course is based on the concepts underpinning nursing informatics practice as delineated in the American Nurses Association's Scope and Standards of Nursing Informatics Practice. Students will explore theories of adult education, communication, systems, decision making, human-computer interaction and the concepts of data, information and knowledge. They will have the opportunity to learn how these theories and concepts are utilized in informatics practice. Prerequisite: NUR 643.

**Prerequisites:** NUR 643 [Min Grade: C](Can be taken Concurrently)

**NNI 622. The Information System Life Cycle. 3 Hours.**

This offering is designed to be the culminating course of the nursing informatics specialist curriculum. This course ties together all previous course work together in an application based review of the information system life cycle from systems analysis to system evaluation and maintenance. The course is designed to be taken in conjunction with a clinical experience in which the student will be exposed to aspects of the hands on application of course content.

**Prerequisites:** NUR 643 [Min Grade: C] and NNI 621 [Min Grade: B]

**NNI 625. Organizational Process and Behavior. 3 Hours.**

This course will assist the Nurse Informatician to understand and evaluate how organizations change and innovate with new information technologies to compete in the marketplaces, collaborate with partners, serve customers, motivate employees, and improve operations. This course provides the students with the opportunities to: learn the main theoretical perspectives on managing IT change through innovations; familiarize with current best practices and models of change of innovation through IT; and develop innovation skills in various organizational settings and within the framework of project management.

**Prerequisites:** (NUR 610 [Min Grade: C] or NUR 610 [Min Grade: C]) and (NHSA 631 [Min Grade: C] or NHSA 631 [Min Grade: C]) and NUR 643 [Min Grade: C](Can be taken Concurrently)

**NNI 630. Biomedical Informatics Research. 3 Hours.**

This course provides an overview of the field of biomedical informatics, including subfields ranging from bioinformatics to public health informatics, from the perspective of research accomplishments and challenges. Each topic will be taken from a historical perspective-where are we now and how did we get here and then explore the current research directions. There will be emphasis on underlying concepts, theories and methods. Although this course can serve as a survey of the field, it is also intended for students who will pursue research in some area of biomedical informatics. This course would be useful for any students doing research using healthcare data.

**NNI 631. Foundations of Nursing Informatics-Scope of Practice, Models, Standards, and Theories. 3 Hours.**

In this course, the graduate nursing informatics student will be grounded in the Scope and Standards of Nursing Informatics (NI)Practice beginning with forming an understanding of the foundational model of all informatics: data to information to knowledge to wisdom (DIKW). NI students will then apply the DIKW model to an examination of concept oriented, standardized terminologies and the impact of this on evidence formation, outcomes, evaluation, and the calculation of the value of nursing. The graduate nursing informatics student will explore standards guiding interoperability, security, and data transfer. Lastly, the nursing informatics student will analyze and evaluate the role of the Informatics Nurse Specialist in leading change using relevant informatics theories.

**Prerequisites:** NHSL 604 [Min Grade: B] and NHSL 610 [Min Grade: B]

**NNI 632. Nursing Informatics Systems Analysis and Design. 4 Hours.**

Information systems development and implementation is a process in which technical, organizational, and human aspects of a system are analyzed with the goal of creating an improved and more efficient system. The process of systems analysis and design contains best practice process but is still largely an art. There is a high dependence on the skills of individual analysts and designers even though there are established principles, methods, and tools. This course will give nursing informatics graduate students an understanding of the most common tools, techniques, and theories currently used in healthcare information systems analysis and design.

**Prerequisites:** NNI 631 [Min Grade: B]

**NNI 633. Informatics and Information Technology Review to Advance Care. 3 Hours.**

In this course, the graduate informatics nurse student will be presented with the latest federal policies directing the infusion of technology at the point of care and the broad goals of expected impact on the health of the nation. A survey and critical appraisal of the latest technologies used in administrative, clinical, research, educational, and consumer spaces will be facilitated along with best practice implementation strategies and research to support optimal outcomes and quality.

**Prerequisites:** NNI 631 [Min Grade: B]

**NNI 634. Informatics Project Evaluation/Human Factors. 3 Hours.**

In this course, the graduate student informatics nurse will gain the knowledge and skills to effectively develop an evaluation protocol for the implementation of a health information technology. This course will assist the student to understand the challenges of evaluation in this specialization. Students will: determine objectives for study; design a study methodology; offer possible measurement tools; and will compare and contrast analyses. This course will include a review of human factors as part of the measurement process.

**Prerequisites:** NNI 632 [Min Grade: B] and NNI 633 [Min Grade: B] and NHSA 631 [Min Grade: B]

**NNI 635. Essentials of Project Management for Nursing Information Specialists. 3 Hours.**

This course emphasizes the application of nursing informatics theories, models, and skill to the role of the informatics nurse specialist as a project manager. In this course, students will demonstrate the application of the concepts, principles, and practices of formal informatics project management through the knowledge, skills, and competencies of an informatics nurse specialist. An informatics project will be planned, implemented and evaluated in a selected healthcare-related setting.

**Prerequisites:** NNI 632 [Min Grade: B] or NNI 633 [Min Grade: B] or NHSA 631 [Min Grade: B]

**NNI 636. Data Analytics for the Informatics Nurse Specialist. 3 Hours.**

The purpose of this course is to provide the informatics nurse specialist graduate students with an overarching knowledge of Big Data, Data Lifecycle, and the use of advanced technologies with Big Data in healthcare while considering the current challenges. The focus of the course will be to master the domain knowledge and appropriate theories while mastering the use of analytics software using a real-life large dataset. The emphasis of this course will be for the students to apply this knowledge through the use and application of data visualization software to answer healthcare questions/problems. Students will: propose study questions/problems; visually display data results through a data visualization software (Tableau); and synthesize their questions and answers. A presentation of results will be the culminating experience.

**Prerequisites:** NNI 631 [Min Grade: B] and NNI 632 [Min Grade: B]

**NNI 685L. Nursing Informatics: Practicum I. 2 Hours.**

This course provides an experimental base for students to develop and implement the role of the informatics nurse specialist. Emphasis is placed on the synthesis and application of the theories and concepts that provide the basis of informatics practice. Students will develop the ability to collaborate in multidisciplinary groups, identifying areas for the design and implementation of administrative and clinical technological applications. Students will spend 100 hours during the semester working with a clinical informatics specialist in practice.

**NNI 686L. Nursing Informatics: Practicum II. 2 Hours.**

This course provides an experimental base for students to develop and implement the role of the informatics nursing specialist at the organizational level. Students will be paired with a nursing informatics specialist working on aspects of system analysis, design, implementation and evaluation. This experience requires the student synthesize knowledge gained in all previous courses in the curriculum. This course includes 100 hours of clinical practice and is designed to function as the clinical capstone to the NNI curriculum. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation.

**Prerequisites:** NNI 685L [Min Grade: P]

**NNI 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 student's knowledge base.

**NNI 730. Biomedical Informatics Research. 3 Hours.**

This course provides an overview of the field of biomedical informatics, including subfields ranging from bioinformatics to public health informatics, from the perspective of research accomplishments and challenges. Each topic will be taken from historical perspective- where are we now and how did we get here- and then explore the current research directions. There will be emphasis on underlying concepts, theories and methods. Although this course can serve as a survey of the field, it is also intended for students who will pursue research in some area of biomedical informatics. This course would be useful for any student doing research using healthcare data.

**NOH-Nursing -Occupational Hlth Courses****NOH 624. Total Worker Health and Worker Wellbeing: Program Design to Evaluation. 3 Hours.**

The purpose of this course is to apply principles of basic sciences, theories, and research related to occupational health for the improvement of workers' health. This course focuses on the evaluation of workplace policies, programs, and practices through the lens of work as a social determinant of health. The emphasis of this course is the utilization of assessment data to design, implement, and evaluate evidence-based interventions that promote workers' safety, health, and well-being.

**NOH 625. Principles and Practice of Occupational Safety, Ergonomics, and Industrial Hygiene. 3 Hours.**

The purpose of this course is to introduce major concepts from occupational safety, ergonomics, and industrial hygiene and the collaborative relationship among occupational health and safety professionals. Emphasis is on exploring risk factors in disciplines to control injury and illness in the national and international workplace. Students will also develop an appreciation of the history of occupational health along with an understanding of legal and regulatory influences on worker populations.

**NOH 626. Emergency Management & Disaster Preparedness. 3 Hours.**

The purpose of this course is to prepare occupational health professionals to effectively manage emergencies and prepare for disasters. Emergency management and disaster preparedness traditionally referred to natural disasters and now included violence in the workplace and infectious diseases. Emphasis is placed on the application of these principles in community and occupational settings.

**NPA-Nursing - Palliative Care Courses****NPA 621. Advanced Palliative Care Nursing I. 3 Hours.**

The purpose of this course is to provide a theoretical and practical foundation for students to diagnose and manage the health needs of the patient and family in the delivery of palliative care across the life span. The focus of the course is on interdisciplinary, holistic palliative care management strategies. The emphasis of the course is on critical thinking, research, ethics, cultural competence, disease management, complication prevention and healthcare delivery as they apply to chronic disease management and quality of life for the palliative care patient and family.

**Prerequisites:** (NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B] or NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B])

**NPA 622. Advanced Palliative Care Nursing II. 3 Hours.**

The purpose of this course is to provide the student with opportunities to integrate in-depth knowledge of health assessment and management skills to provide care for clients with commonly occurring chronic and complex health problems as well as palliative care problems. The focus of the course is the development of strategies to market the nurse practitioner role, to create a specific practice position, and to explore strategies to market palliative care and their role in family health care. The emphasis of the course is on critical thinking, health promotion, disease prevention, scientific integrity and ethics, human diversity and social issues, professional role development, education and marketing.

**Prerequisites:** NPA 621 [Min Grade: B] or NPA 621 [Min Grade: B]

**NPA 626. Palliative Care for Advanced Nursing Practice I. 3 Hours.**

This course provides a theoretical and practical foundation for students to diagnose and manage the health needs of the palliative care patient and family in the delivery of culturally competent care across the life span. Content includes multidisciplinary management strategies to holistic healthcare delivery as it applies to administration of culturally competent palliative care. This course will utilize discussion, online activities for application of class content, readings, lecture and guest lecture approach to supplement text readings and online delivery of didactic content. The students are expected to apply culturally competent and palliative care theories to clinical assessment and decision-making strategies in order to provide direct patient care to the palliative care patient and family.

Prerequisite: NUR 614L. Corequisite: NPA 685L.

**Prerequisites:** NUR 614L [Min Grade: B] and NUR 613 [Min Grade: B] (Can be taken Concurrently) or NUR 613 [Min Grade: B](Can be taken Concurrently)

**NPA 627. Palliative Care for Advanced Nursing Practice II. 3 Hours.**

This course is designed to provide the student with opportunities to integrate in-depth knowledge of health assessment and management skills to provide care for patients with commonly occurring palliative care problems. Students will also have the opportunity to develop strategies to market the advanced practice nurse role, to create a specific practice position and to explore strategies to market their role in health care. The following elements are integrated into the course: critical thinking, health promotion, disease prevention and palliative care, scientific integrity and ethics, human diversity and social issues and professional role development. Corequisite: NPA 686L.

**Prerequisites:** (NPA 626 [Min Grade: B] or NPA 626 [Min Grade: B])

**NPA 685L. Practicum: Advanced Palliative Care. 2-4 Hours.**

The purpose of this course is for the student to develop the Palliative Care Nurse Practitioner role by providing health and palliative care services to clients across the lifespan, families, and groups while emphasizing the promotion of health, the prevention of disease and the palliative care for life altering conditions. The focus of the course is on application of knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. The emphasis of this course encompasses a trajectory of the nurse practitioner experience from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, educator, and consultant.

**Prerequisites:** (NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B] or NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B]) and NPA 621 [Min Grade: B](Can be taken Concurrently) or NPA 621 [Min Grade: B] (Can be taken Concurrently) or NPA 622 [Min Grade: B](Can be taken Concurrently) or NPA 622 [Min Grade: B](Can be taken Concurrently)

**NPA 686L. Practicum: Culturally Competent Palliative Care Nurse Practitioner II. 3 Hours.**

This course allows the student to develop the Culturally Competent Palliative Care Nurse Practitioner role by providing health and palliative care services to clients across the lifespan, families and groups while emphasizing the promotion of health, the prevention of disease and palliative care for life altering conditions throughout the course of clinical experiences over two academic terms. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. An Objective Structured Patient Experience held during this course will determine if the student can progress into 6 hours of the final residency course, NCA 692L. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NPA 621 and NPA 685L. Corequisite: NPA 622.

**Prerequisites:** NPA 685L [Min Grade: P] or NPA 685L [Min Grade: P]

**NPA 692L. Residency: Culturally Competent Palliative Care Nurse Practitioner. 3-6 Hours.**

This course prepares the student in the Culturally Competent Palliative Nurse Practitioner role to be a beginning expert in the diagnosis and management of client's health problems. During residency, the student is expected to continue growth toward becoming an independent practitioner, specializing in the culturally competent care of clients from across the lifespan. The student further develops the Palliative Care Nurse Practitioner role with patient/clients by providing health care services to clients (i.e. individuals, families, groups) emphasizing the promotion of health, prevention of disease and/or palliation of symptoms of life-altering diseases. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NPA 622 and NPA 686L.

**Prerequisites:** (NPA 627 [Min Grade: B] or NPA 627 [Min Grade: B]) and (NPA 685L [Min Grade: P] or NPA 685L [Min Grade: P]) and (NPA 686L [Min Grade: P] or NPA 686L [Min Grade: P])

**NPE-Nursing - Pediatrics Courses****NPE 613. Primary Care Pediatric Pharmacology. 1 Hour.**

This course is a supplement course for Primary Care Practitioner students to provide them with information necessary to safely and competently prescribe medications for infants, children and adolescents. It complements the information provided in NUR 613 Pharmacology and Therapeutics but focuses on the unique physiologic and metabolic characteristics of this population. Pre or corequisite: NUR 613.

**Prerequisites:** NUR 613 [Min Grade: B](Can be taken Concurrently) or NUR 613 [Min Grade: B](Can be taken Concurrently)

**NPE 618L. Focus on Advanced Nursing Practice Specialization. 3 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 729 [Min Grade: B] or NUR 737 [Min Grade: B]) and (NUR 613 [Min Grade: B]) and NUR 614 [Min Grade: B](Can be taken Concurrently)

**NPE 621. Advanced Pediatric Nursing I - Primary Care. 4-5 Hours.**

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of this course is to prepare the student to implement the role of the Advanced Practice Nurse. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to primary care pediatric patients and their families.

**Prerequisites:** (NUR 612 [Min Grade: B] or NUR 612 [Min Grade: B]) and (NUR 610 [Min Grade: B] or NUR 610 [Min Grade: B]) or (NUR 735 [Min Grade: B] or NUR 735 [Min Grade: B]) and (NUR 613 [Min Grade: B] or NUR 613 [Min Grade: B]) and (NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B] or NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B])

**NPE 622. Advanced Pediatric Nursing II - Primary Care. 4 Hours.**

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness of primary care pediatric patients and their families. The focus of this course is on health promotion and disease prevention and management strategies from inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high quality evidence-based care to primary care pediatric patients and their families.

**Prerequisites:** (NPE 621 [Min Grade: B] or NPE 621 [Min Grade: B]) and (NPE 685L [Min Grade: P] or NPE 685L [Min Grade: P])

**NPE 623. Advanced Pediatric Nursing III - Primary Care. 5 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care to primary care pediatric patients and their families. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** (NPE 622 [Min Grade: B] or NPE 622 [Min Grade: B]) and (NPE 686L [Min Grade: P] or NPE 686L [Min Grade: P])

**NPE 685L. Practicum I: Pediatric Nurse Practitioner –Primary Care. 3 Hours.**

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to primary care pediatric patients and their families. The focus of this course is on the delivery of health care services to primary care pediatric patients and their families. The emphasis of this course is on promoting the progression of competence within the Advanced Practice Nursing role.

**Prerequisites:** (NUR 612 [Min Grade: B] or NUR 612 [Min Grade: B]) and (NUR 613 [Min Grade: B] or NUR 613 [Min Grade: B]) and (NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B] or NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B])

**NPE 686L. Practicum II: Pediatric Nurse Practitioner –Primary Care. 3 Hours.**

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to primary care pediatric patients and their families. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for primary care pediatric patients and their families. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** (NPE 621 [Min Grade: B] or NPE 621 [Min Grade: B]) and (NPE 685L [Min Grade: P] or NPE 685L [Min Grade: P])

**NPE 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 student's knowledge base.

**NPE 687L. Practicum III: Primary Care Pediatric Nurse Practitioner. 2 Hours.**

This course prepares the student in the Pediatric Nurse Practitioner role. The student develops the Pediatric NP role with patients/clients by providing pediatric health care services to clients (i.e. individuals, families, groups) emphasizing the promotion of health and the prevention of disease throughout the course of clinical experiences over two or three academic terms. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled as each clinical experience progresses, allowing him/her to become more proficient and to contribute to the management of more complex health problems. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity and social issues. The advanced practice role emphasis in this course encompasses a trajectory of the nurse practitioner experience from novice to beginning expert, including interdisciplinary collaboration, coach, educator, consultant roles. Prerequisite: NPE 622 and NPE 686L. Corequisite: NPE 623.

**Prerequisites:** (NPE 622 [Min Grade: B] and NPE 686L [Min Grade: P]) or (NPE 622 [Min Grade: B] and NPE 686L [Min Grade: P])

**NPE 692L. Practicum III: Pediatric Nurse Practitioner –Primary Care. 4 Hours.**

The purpose of this course is to enhance acquired management strategies and the use of best practice models in the delivery of high quality evidence-based care to primary care pediatric patients and their families. The focus of this course is to evaluate progress toward achievement of professional competencies. The emphasis is on the incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of primary care pediatric patients and their families.

**Prerequisites:** (NPE 622 [Min Grade: B] or NPE 622 [Min Grade: B]) and (NPE 686L [Min Grade: P] or NPE 686L [Min Grade: P])

**NPE 718L. Focus on Advanced Nursing Practice. 3 Hours.**

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

**Prerequisites:** NUR 612 [Min Grade: B] and NUR 613 [Min Grade: B] and NUR 614 [Min Grade: B](Can be taken Concurrently)

**NPE 721. Advanced Pediatric Nursing I - Primary Care. 5 Hours.**

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of this course is to prepare the student to implement the role Doctor of Nursing Practice prepared Advanced Practice Nurse. The Emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to primary care pediatric patients and their families.

**Prerequisites:** (NUR 614 [Min Grade: B] or NUR 614L [Min Grade: B]) and (NPE 618L [Min Grade: B] or NPE 718L [Min Grade: B])

**NPE 722. Advanced Pediatric Nursing II - Primary Care. 4 Hours.**

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness for primary care pediatric patients and their families in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The focus of this course is on the health promotion and disease prevention and the management of strategies from inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high quality evidence-based care of primary care pediatric patients and their families.

**Prerequisites:** NPE 721 [Min Grade: B]

**NPE 723. Advanced Pediatric Nursing III - Primary Care. 5 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care as a Doctor of Nursing Practice prepared Advanced Practice Nurse to primary care pediatric patients and their families. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** NPE 722 [Min Grade: B] and NPE 786L [Min Grade: P]

**NPE 785L. Practicum I: Pediatric Nurse Practitioner - Primary Care. 3 Hours.**

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to primary care pediatric patients and their families. The focus of this course is on the delivery of health care services to primary pediatric patients and their families. The emphasis of this course is on promoting the progression of competence within the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse.

**Prerequisites:** NPE 618L [Min Grade: B] or NPE 718L [Min Grade: B]

**NPE 786L. Practicum II: Pediatric Nurse Practitioner –Primary Care. 3 Hours.**

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to primary care pediatric patients and their families. The focus of this course is to provide the student with opportunities to integrate in-depth diagnostic, management, and leadership skills in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse to provide care for primary care pediatric patients and their families. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** NPE 721 [Min Grade: B] and NPE 785L [Min Grade: P]

**NPE 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 student's knowledge base.

**NPE 792L. Practicum III: Pediatric Nurse Practitioner - Primary Care. 4 Hours.**

The purpose of this course is to enhance acquired management strategies and the use of best practice models in the delivery of high quality evidence-based care to pediatric patients and their families. The focus of this course is to evaluate progress toward achievement of competencies of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The Emphasis is on the incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of pediatric patients and their families.

**Prerequisites:** NPE 722 [Min Grade: B] and NPE 786L [Min Grade: P]

**NPN-Psyc Mental Hlth Nur Prac Courses****NPN 613. Psychopharmacology for Advanced Practice Nursing. 3 Hours.**

This course will provide advanced knowledge of psychobiological information in conjunction with the use of psychopharmacological interventions with patients. This course will focus on the pharmacokinetics and clinical management including prescription of medications for psychiatric disorders. Prerequisite: NUR 613, NPN 621 and NPN 685L.

**Prerequisites:** (NUR 613 [Min Grade: B] and NPN 621 [Min Grade: B] and NPN 685L [Min Grade: P]) or (NUR 613 [Min Grade: B] and NPN 621 [Min Grade: B] and NPN 685L [Min Grade: P])

**NPN 618L. Focus on Advanced Nursing Practice Specialization. 3 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 729 [Min Grade: B] or NUR 737 [Min Grade: B]) and (NUR 613 [Min Grade: B]) and NUR 614 [Min Grade: B] (Can be taken Concurrently)

**NPN 621. Advanced Psych Mental Health Nursing I. 4-5 Hours.**

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice psychiatric nursing. The focus of this course is to prepare the student to implement the role of the Psychiatric Advanced Practice Nurse. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to a psychiatric population across the lifespan.

**Prerequisites:** (NUR 612 [Min Grade: B] or NUR 612 [Min Grade: B]) and (NUR 610 [Min Grade: B] or NUR 610 [Min Grade: B]) and (NUR 613 [Min Grade: B] or NUR 613 [Min Grade: B]) or (NUR 735 [Min Grade: B] or NUR 735 [Min Grade: B]) and (NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B] or NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B])

**NPN 622. Advanced Psychiatric/ Mental Health Nursing II. 4 Hours.**

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness of psychiatric patients across the lifespan. The focus of this course is on health promotion and disease prevention and management strategies for psychiatric patients from inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high quality evidence-based care to psychiatric patients across the lifespan.

**Prerequisites:** (NPN 621 [Min Grade: B] or NPN 621 [Min Grade: B]) and (NPN 685L [Min Grade: P] or NPN 685L [Min Grade: P])

**NPN 623. Advanced Psychiatric/ Mental Health Nursing III. 5 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice psychiatric nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care to psychiatric patients across the lifespan. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health in psychiatric patients across the lifespan.

**Prerequisites:** (NPN 622 [Min Grade: B] or NPN 622 [Min Grade: B]) and (NPN 686L [Min Grade: P] or NPN 686L [Min Grade: P])

**NPN 685L. Practicum I: Psychiatric Nurse Practitioner. 3 Hours.**

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to psychiatric and substance use patients across the lifespan. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for psychiatric patients across the lifespan. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** (NUR 612 [Min Grade: B] or NUR 612 [Min Grade: B]) and (NUR 613 [Min Grade: B] or NUR 613 [Min Grade: B]) and (NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B]) or (NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B])

**NPN 686L. Practicum II: Psychiatric/ Mental Health Nurse Practitioner. 3 Hours.**

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to psychiatric patients across the lifespan. The focus of this course is on the delivery of health care services to psychiatric patients across the lifespan. The emphasis of this course is on promoting the progression of competence within the Advanced Practice Nursing role.

**Prerequisites:** (NPN 621 [Min Grade: B] or NPN 621 [Min Grade: B]) and (NPN 685L [Min Grade: P] or NPN 685L [Min Grade: P])

**NPN 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 student's knowledge base.

**NPN 692L. Practicum III: Psych Mental Health Nurse Practitioner. 1-6 Hour.**

The purpose of this course is to enhance acquired management strategies and the use of best practice models in the delivery of high quality evidence-based care to psychiatric patients across the lifespan. The focus of this course is to evaluate progress toward achievement of professional competencies in advanced practice psychiatric nursing. The emphasis is on the incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of psychiatric patients across the lifespan.

**Prerequisites:** (NPN 622 [Min Grade: B] or NPN 622 [Min Grade: B]) and (NPN 686L [Min Grade: P] or NPN 686L [Min Grade: P])

**NPN 718L. Focus on Advanced Nursing Practice. 3 Hours.**

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

**Prerequisites:** NUR 612 [Min Grade: B] and NUR 613 [Min Grade: B] and NUR 614 [Min Grade: B] (Can be taken Concurrently)

**NPN 721. Advanced Psychiatric/Mental Health Nursing I. 5 Hours.**

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of this course is to prepare the student to implement the role Doctor of Nursing Practice prepared Advanced Practice Nurse. The Emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to the psychiatric population across the lifespan.

**Prerequisites:** (NUR 614 [Min Grade: B] or NUR 614L [Min Grade: B]) and (NPN 618L [Min Grade: B] or NPN 718L [Min Grade: B])

**NPN 722. Advanced Psychiatric/Mental Health Nursing II. 5 Hours.**

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness for the psychiatric population across the life-span in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The focus of this course is on the health promotion and disease prevention and the management of strategies from inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high quality evidence-based care of the psychiatric population across the life-span.

**Prerequisites:** NPN 721 [Min Grade: B]

**NPN 723. Advanced Psychiatric/Mental Health Nursing III. 4 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care as a Doctor of Nursing Practice prepared Advanced Practice Nurse to the psychiatric population across the life-span. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** NPN 722 [Min Grade: B] and NPN 786L [Min Grade: P]

**NPN 785L. Practicum I: Psychiatric/Mental Health Nurse Practitioner. 3 Hours.**

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to the psychiatric population. The focus of this course is on the delivery of health care services to the psychiatric population. The emphasis of this course is on promoting the progression of competence within the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse.

**Prerequisites:** NPN 618L [Min Grade: B] or NPN 718L [Min Grade: B]

**NPN 786L. Practicum II: Psychiatric/Mental Health Nurse Practitioner. 3 Hours.**

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to the psychiatric population across the life-span. The focus of this course is to provide the student with opportunities to integrate in-depth diagnostic, management, and leadership skills in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse to provide care for the psychiatric population across the life-span. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** NPN 721 [Min Grade: B] and NPN 785L [Min Grade: P]

**NPN 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.

### **NPN 792L. Practicum III: Psych Mental Health Nurse Practitioner. 4 Hours.**

The purpose of this course is to enhance acquired management strategies and the use of best practice models in the delivery of high quality evidence-based care to the psychiatric population. The focus of this course is to evaluate progress toward achievement of competencies of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The Emphasis is on the incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of the psychiatric population.

**Prerequisites:** NPN 722 [Min Grade: B] and NPN 786L [Min Grade: P]

## **NPP- NUR - Pediatric Pulmonary Courses**

### **NPP 685. Interdisciplinary Pediatric Pulmonary Care I. 3 Hours.**

This course provides the trainee with the opportunity to analyze ideas, concepts and theories relative to the delivery of healthcare to pediatric pulmonary patients. Emphasis will be focused on the acquisition of in-depth knowledge of all aspects of the well child. Chronic respiratory disease is presented as the model to demonstrate the effects of chronic illness of the child and family. Trainees are introduced to basic respiratory anatomy and physiology, diagnostic procedures and various treatment modalities. Throughout the term, trainees will be expected to apply the knowledge and skills acquired to selected clinical assignments.

### **NPP 686. Interdisciplinary Pediatric Pulmonary Care II. 3 Hours.**

NPP 686 provides the trainee with the opportunity to analyze ideas, concepts and theories relative to the delivery of healthcare to pediatric pulmonary patients. Emphasis will be focused on the acquisition for in-depth knowledge of all aspects of the well child. Chronic respiratory disease is presented as the model to demonstrate the effects of chronic illness on the child and family. Trainees are introduced to basic respiratory anatomy and physiology, diagnostic procedures and various treatment modalities. Throughout the term, trainees will be expected to apply the knowledge and skills acquired to selected clinical assignments.

## **NPR-NUR Promo/Protect/Rest Hlt Courses**

### **NPR 760. Conceptual Foundations for Promoting, Protecting, and Restoring Health. 3 Hours.**

This course will be focused on theories, concepts and research related to promoting, protecting and restoring health. Students are expected to analyze cultural, social, racial and gender influences on health and research related to health promotion, protection and restoration.

### **NPR 761. Interventions to Promote, Protect, and Restore Health. 3 Hours.**

This course will be focused on in-depth exploration and critical analysis of current intervention research including conceptual and methodological issues. In addition, the course will be focused on designing research to evaluate the outcomes of interventions designed to promote, protect or restore health on individuals or community groups.

## **NRM-Nursing - Research Methods Courses**

### **NRM 750. Foundations of Quantitative Research. 3 Hours.**

This course is a survey of quantitative research methods and the first required research core course in the PhD doctoral nursing program. The course is designed to prepare PhD doctoral nursing students with the research knowledge and skills to: (1) critically evaluate research; (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 include integration of the following elements and/or activities: critical thinking, critique and synthesis of quantitative research literature in a focused area of interest, scholarly writing, scientific integrity and ethics, human diversity, and social issues. Students will apply criteria for the critique of research to assess the design, methods and validity of research findings. Students will be exposed to various critique frameworks for both quantitative and qualitative research. Strategies for conducting both systematic and integrated reviews will be addressed. The advanced practice role emphasis of this course is that of investigator, research collaborator, and content expert in a selected practice field.

### **NRM 752. Responsible Conduct of Research. 3 Hours.**

This course will examine a wide range of historical and modern treatises that have shaped ethical practices and medical ethical theories both in the United States and globally. 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 ethical principles such as 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 expedite approval of student research applications. In addition, students will complete and provide proof of current completion of the UAB IRB training course 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.

### **NRM 761. Research in Children with Chronic Health Conditions. 3 Hours.**

This course provides students with an understanding of the ethical developmental and regulatory considerations necessary for the responsible conduct of research in children with chronic illness. The focus of this course is on critical evaluation of published research in populations of children with chronic illness, understanding of scientific and methodological considerations necessary when conducting research involving children, and development of a mock research proposal focused on a question of importance to the field that addresses processes necessary to assure appropriate protection of pediatric research participants. Inter-professional enrollment on this course is encouraged.

### **NRM 770. Designs for Nursing Studies I. 3 Hours.**

Designs For Nursing Studies I. In this course, special emphasis is placed upon the beginning phases of the research process, including formulation of research questions/aims, integration of theory and/or conceptual framework in the development of research, the critique and review of knowledge that support an identified area of research, and the discussion of the type of research design. Cultural implications and ethical standards for research will be addressed.

**NRM 771. Methods/Measurement In Nursing Research. 3 Hours.**

Instrumentation in nursing research involves measurement of biological, psychological and/or sociological aspects of human systems. This course is an overview of the theories, principles and techniques that yield reliable and valid measurement of human systems. Opportunities will be provided to evaluate the psychometric properties of selected measures and strategies. This course is designed to aid the student in writing the measurement section of a research proposal in the focal area. 999999.

**NRM 772. Designs of Nursing Studies II. 3 Hours.**

Designs for Nursing Studies II. This course focuses on sampling, collection of data, data analysis plans, presentation of findings, conclusions in various research designs and the reintegration of the findings into the body of knowledge in an identified area of research. Ethical and cultural issues related to the conduct of research will be addressed. Students will develop a research proposal.

**NRM 773. Qualitative Research Methods. 4 Hours.**

This core course focuses on sampling, design, analysis plans, presentation of results, findings, and conclusions in various research designs and the reintegration of the findings into the body of knowledge in an identified area of research. Ethical and cultural issues related to the conduct of research are also examined.

**NRM 774. Designs and Methods for Research of Vulnerable Populations With Health Disparities. 3 Hours.**

This course is designed for doctoral level students in nursing and other health-related disciplines. Special emphasis is placed on critical analysis of health disparities research, and the integration of theory and empirical evidence in designing studies of vulnerable populations such as minorities and other underserved populations. Issues of race, gender, age, ethnicity, social class and cultures are examined in relation to research design and successful implementation of research studies. Intervention approaches commonly used in health disparities research will be evaluated and ethical issues of relevance to vulnerable populations will be explored.

**NRM 775. Research on Applied Cognitive Neuroscience for Health Professionals. 3 Hours.**

This elective course for the PhD program provides the student with knowledge in the fundamentals of behavioral neuroscience and cognitive psychology as it relates to intervention studies and research designs. The student has an opportunity to practice cognitive assessment, develop behavioral intervention plans, and design research studies involving such knowledge.

**NRM 777. Mixed Methods Research I: Introduction to the Field. 3 Hours.**

The course will provide students with an introduction to the field of mixed methods research. The course will focus on understanding what constitutes mixed methods research, its fundamental principles, and the main trends, issues, and debates involved in the application of this research approach. Students will examine the process of mixed methods research, including its definition, rationale for using it, the key characteristics, major design applications, and means of assessing the quality of mixed methods inferences. In addition, students will learn how the mixed methods research process is shaped by personal, interpersonal, and social contexts and how mixed methods intersects with other quantitative and qualitative research approaches and designs.

**NRM 778. Mixed Methods Research II: Designing and Conducting a Mixed Methods Study. 3 Hours.**

Building on the foundation knowledge received in Mixed Methods Research I, the course will provide students with knowledge and skills of designing and conducting mixed methods studies in social and health sciences. The topics will include types of research problems addressed, specification of mixed methods purpose statements and research questions, types of mixed methods designs, data collection and analysis strategies within mixed methods designs, and procedures for reporting and evaluating mixed methods studies. Students will get applied knowledge of choosing an appropriate mixed methods design, following the steps in designing and conducting a mixed methods study, and visually presenting mixed methods procedures employed in the study. Students will develop a proposal for a mixed methods study with the major emphasis on the study methodology.

**NRM 779. Mixed Methods Application in Community-Based Action Research. 3 Hours.**

The course will provide students with a detailed overview of how mixed methods can be applied in designing and conducting community-based action research studies. The topics will include: community-based action research, its purposes and cross-disciplinary utilization; a mixed methods methodological framework for action research; steps in designing and conducting mixed methods action research studies in community settings; specific types of mixed methods action research designs; sampling, data collection, analysis, validation, and evaluation of mixed methods action research projects. Students will get applied knowledge of choosing an appropriate mixed methods action research design, of applying the steps to designing and conducting a mixed methods action research study, and visually presenting the procedures employed in the study. Students will develop a proposal for a mixed methods action research study with the major emphasis on the study methodology.

**NRM 780. Application of Research Design Principles I. 3 Hours.**

In this course, special emphasis is placed upon the beginning phases of the research process, including formulation of research questions/aims, integration of theory and/or conceptual framework in the development of research, the critique and review of knowledge that support an identified area of research, and the discussion of the type of research design. Cultural implications and ethical standards for research will be addressed.

**Prerequisites:** (NRM 750 [Min Grade: B] or NRM 750 [Min Grade: B]) and (NUR 755 [Min Grade: B] or NUR 755 [Min Grade: B])

**NRM 781. Quantitative Measurement in Research. 3 Hours.**

The purpose of this course is to provide the student with the knowledge of how to best measure biological, psychological and/or sociological variables within individuals, families, and/or systems. This course includes an overview of the theories, principles and techniques that yield effective operationalization in order to obtain valid and reliable measurements.

**Prerequisites:** NRM 750 [Min Grade: B]

**NRM 782. Application of Research Design Principles II. 3 Hours.**

This course focuses on proposal development to include design, sampling, data collection, and data analysis plans for a focal area of interest. Ethical and cultural issues related to the conduct of research will be addressed.

**Prerequisites:** NRM 780 [Min Grade: B] and NRM 783 [Min Grade: B] and NST 778 [Min Grade: B] and NST 758 [Min Grade: B]

**NRM 783. Foundations of Qualitative Research. 3 Hours.**

The purpose of this course is to examine research traditions that guide the collection and analysis of qualitative data in the development of science. Included are naturalistic, conceptual, interpretive and analytical research methods such as phenomenology, grounded theory, ethnography, descriptive inquiry and narrative inquiry.

**NRM 784. Qualitative Research: A Grounded Theory Approach. 3 Hours.**

This course will provide students with in-depth knowledge of the historical origins, philosophical and theoretical foundations, methodological principles and applications of a grounded theory qualitative research approach. Students will explore types of research problems addressed, specification of the purpose statement and research questions, sampling, data collection and analysis strategies, establishing credibility and trustworthiness, and procedures for reporting a grounded theory study. The course will provide a structured field experience of designing and conducting a small-scale grounded theory study. The use of qualitative research software NVivo for data organization, management and analysis will be emphasized.

**NRM 785. Qualitative Research: Analysis and Interpretation. 3 Hours.**

The course will provide students with applied knowledge of data analysis and interpretation in qualitative inquiry. Students will understand the nature of qualitative data and explore different approaches to qualitative data analysis. The course will provide a structured experience of learning how to analyze, interpret, display and report qualitative data and results within five basic approaches to qualitative inquiry (narrative, case study, ethnography, grounded theory, and phenomenology). Students will develop basic skills in using qualitative research software NVivo for data organization, management and analysis.

**NRM 786. Qualitative Research: Case Study and Ethnographic Approaches. 3 Hours.**

The course will provide students with in-depth knowledge of the historical origins, philosophical and theoretical foundations, methodological principles and applications of case study and ethnographic qualitative research approaches. Students will explore types of research problems addressed, specification of the purpose statement and research questions, sampling data collection and analysis strategies, establishing credibility and trustworthiness, and procedures for reporting a case study and ethnography. The course will provide a structured field experience of designing and conducting a small-scale case study or an ethnographic study. The use of qualitative research software NVivo for data organization, management and analysis will be emphasized.

**NRM 787. Qualitative Research: A Phenomenological Approach. 3 Hours.**

The course will provide students with an in-depth knowledge of the historical origins, philosophical and theoretical foundations, methodological principles and applications of a phenomenological qualitative research approach. Students will explore types of research problems addressed, specification of the purpose statement and research questions, sampling, data collection and analysis strategies, establishing credibility and trustworthiness, and procedures for reporting a phenomenological study. The course will provide a structured field experience of designing and conducting a small scale phenomenological study. The use of qualitative research software NVivo for data organization, management and analysis will be emphasized.

**NRM 798L. Research Immersion. 3-6 Hours.**

The purpose of this course is to provide the student the opportunity to participate as a member of an established and funded research team. Research team members will mentor students taking part in relevant research experiences. Students will be expected to participate in various research activities including, but not limited to, research team meetings, consent of study participants, intervention implementation, data collection, data base management, data analysis, and manuscript preparation. Students will apply concepts and principles from research core courses in their research immersion experience. As part of an established funded research team, students will explore various research team roles and responsibilities. Additionally, students will take the opportunity to learn about and participate in various components of the UAB research enterprise. Through the research immersion experiences, students will learn about sources and mechanisms of research funding and strategies for dissemination of research findings. As appropriate, students will participate as a member of an established funded research team in preparation and dissemination of reports of research findings. Students will also have the opportunity to work with research team members in analysis, interpretation of findings and in the development of manuscripts, research presentations and posters for dissemination.

**Prerequisites:** NRM 750 [Min Grade: B] and (NRM 752 [Min Grade: B] or NRM 780 [Min Grade: B])

**NST- NUR - Statistical Methods Courses****NST 755. Data Mining & Statistical Techniques. 3 Hours.**

This course covers major concepts and algorithms of data mining. The course will be taught using the SAS Enterprise Miner program. The final project will demonstrate all the data mining techniques covered in the course and furthermore expose students working with real data. At the end of the course students will be proficient in utilizing data mining techniques to exploit data patterns and behavior, gain insider understanding of the data, and produce new knowledge that healthcare decision-makers can act upon.

**Prerequisites:** NUR 756 [Min Grade: B]

**NST 758. Inferential Statistics I. 3 Hours.**

The purpose of this course is to provide an underpinning for the understanding of statistical methods and findings. Students will gain an understanding of common statistical models and applications of probability, sampling distributions, parametric and non-parametric one and two sample tests, confidence intervals, applications of analysis of two-way contingency table data, simple linear regression, and simple analysis of variance.

**Prerequisites:** NST 778 [Min Grade: B]

**NST 772. Data Mining and Statistical Learning I. 3 Hours.**

NST 772 is an elective course for PhD students. This is the first course in a two-course series that provides further exposition of advanced statistical analysis and data mining techniques for students interested in doing research that involves considerable quantitative analysis in their dissertation and/or future professional work.

**NST 773. Data Mining/Stats Learning II. 3 Hours.**

NST 773 is an elective course for PhD students. This is the second course in a two-course series that provides further exposition of advanced statistical analysis and data mining techniques for students interested in doing research that involves considerable quantitative analysis in their dissertation and/or future professional work.

**Prerequisites:** NST 772 [Min Grade: B] or NST 772 [Min Grade: B]

**NST 775. Introduction to Statistical Software Packages: SPSS and SAS. 2 Hours.**

Special emphasis of this laboratory course will be on the use of the statistical packages, SAS and SPSS, in the creation of the data files, data entry, manipulation of data, descriptive analysis and selected statistical techniques.

**NST 776. Linear Models For Clinical Nursing Research. 3 Hours.**

Linear Models For Clinical Nursing Research. This course is designed as a survey course on the application of advanced General Linear Model and related techniques in health care research. The course will focus on application to research questions of importance to nursing, with an emphasis on practice-related problems.

**NST 777. Multivariate Statistical Methods For Clinical Nursing Research. 3 Hours.**

Multivariate Methods For Clinical Nursing Research. This course is designed as a survey course on the application of multivariate techniques in health care research. The course will focus on application of multivariate statistical methods to nursing-related research questions, with emphasis on interpretation within clinical nursing research problems.

**NST 778. Data Management. 2 Hours.**

A hands-on exposure to data management with common statistical software packages, including concepts of types of variables, data entry and cleaning, importing and converting datasets, merging and concatenating datasets, sorting, sub-setting, and producing reports and descriptive statistics.

**NST 779. Statistical Modeling I - Linear Models. 3 Hours.**

This course is designed as a survey course on the application of General Linear Models and Logistic Regression, with emphasis on health-related problems. These techniques are covered in detail including appropriate diagnostic and remedial measures.

**Prerequisites:** NST 758 [Min Grade: B]

**NST 780. Statistical Model II - Topics in Multivariate Analysis. 3 Hours.**

This course will extend concepts introduced in NST 779: Statistical Modeling I - Linear Models into multivariate applications. This course is designed as a survey course on the application of common multivariate methods, with emphasis on health-related data.

**Prerequisites:** NST 779 [Min Grade: B]

## NTC-Nursing - Teaching Courses

**NTC 618L. 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])

**NTC 650. Instructional Strategies For Teaching in Nursing. 3 Hours.**

This course is required for students in the Teacher in Nursing Certificate program and maybe chosen as an elective course by other graduate students. The content is general and applicable to a variety of teaching situations and learners. The course is an introduction to a systematic approach to developing and implementing adult learning experiences. This course emphasizes the application of a systematic approach (assessing, planning, implementing, and evaluating) to the design of an educational unit. The focus will be on assessing learning needs, identifying learning objectives, selection of resources, and development of teaching strategies for different learner populations.

**NTC 652. Program and Curriculum Development. 3 Hours.**

This course is a required for students in the Teaching Nursing Certificate program and may be chosen as an elective course by other graduate students. The content is general and applicable to course, educational program, and/or curriculum development. The course is an introduction to the educational development process. This course emphasizes the basic components of program/curriculum development, philosophy, goals, planning learning experiences, implementing learning experiences, and evaluation of the curriculum or an educational program. The focus is on an understanding of program/curriculum determinants (learning, knowledge, man, society) and their impact on curriculum and educational program planning. The impact of philosophy, organizing framework, goals, learning experiences, and evaluation on curricular and program design and development will be discussed.

**NTC 654. Evaluation of Instruction in Nursing. 3 Hours.**

This course is a required for students in the Teacher in Nursing Certificate program and may be chosen as an elective course by other graduate students. The content is general and applicable to a variety of health related educational settings and learners. This course is an introduction to educational testing and measurement, teaching effectiveness, and clinical performance appraisal. This course provides an overview of evaluation techniques that enable nurses to plan and implement a variety of education related evaluation approaches, including test construction, item analysis, teaching effectiveness, and clinical performance appraisals. Emphasis will be placed on classroom and clinical evaluation of learning and on the use of technology for evaluation purposes. Prereq: Admission to Graduate Studies in the School of Nursing or as a non-degree post-baccalaureate student or by permission of instructor; knowledge of statistics and writing measurable educational objectives in the domains of knowledge, skills, and attitudes.

**NTC 656. WebCT for Instructors and Designers. 3 Hours.**

Provides students with an advanced level of skill and knowledge of WebCT. Students are introduced to WebCT tools in a sequence that will permit development of a new course using WebCT as a learning management system. This course is offered only when sufficient interest by students is generated.

**NTC 658. Simulation and Classroom Technologies for Student Learning. 2-3 Hours.**

Designed to introduce graduate nursing students to the use of technology and simulation in nursing education. Students will be introduced to simulation as an educational strategy addressing issues related to the development implementation and evaluation of simulations. The use of technology available to enhance the educational environment will also be explored. Students will analyze advantages and disadvantages of various technologies and determine appropriate application of these technologies.

**NTC 660. Foundations of Evidence-Based Nursing Education. 3 Hours.**

Designed to prepare graduate nursing students to understand the concepts fundamental to nursing education. Students will be expected to analyze the effects of student and faculty diversity, legal and ethical issues, evidence-based practice on nursing education.

**NTC 683L. Teaching Practicum in Nursing. 1-3 Hour.**

This course is a required practicum for students in the Teacher in Nursing Certificate program and may be taken as an elective course by other graduate students who are concurrently enrolled in one or more NTC courses. The practicum provides an opportunity for students to concurrently or retrospectively implement the knowledge and skills acquired in NTC 650, NTC 652, and NTC 654 to selected teaching (classroom and clinical) situations. This course provides opportunities for students to integrate previously or concurrently acquired knowledge concerning teaching, curriculum, and/or evaluation into selected classroom and clinical situations. This practicum course allows students to assume limited responsibilities in classroom and clinical teaching while under the guidance of an instructor and/or preceptor. Students will be expected to meet all the course objectives upon completion of the three credit hour practicum. The practicum should involve both didactic and clinical teaching. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: Admission to Graduate Studies in the School of Nursing or as a non-degree post-baccalaureate student. Prerequisite: NTC 650, NTC 652, and NTC 654.

**Prerequisites:** NTC 650 [Min Grade: B] and NTC 660 [Min Grade: B] and NTC 658 [Min Grade: B] and NTC 652 [Min Grade: B] and NTC 654 [Min Grade: B]

**NTC 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 student's knowledge base.

**NTC 692L. Residency: Nurse Educator. 3-6 Hours.**

A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NTC 650, NTC 652 and NTC 654.

**Prerequisites:** (NTC 650 [Min Grade: B] or NTC 650 [Min Grade: B]) and (NTC 652 [Min Grade: B] or NTC 652 [Min Grade: B]) and (NTC 654 [Min Grade: B] or NTC 654 [Min Grade: B])

**NTC 760. Transitions to Academic Nursing Education. 3 Hours.**

This course provides content relevant to the role of the nurse educator in an academic setting. The course includes information on nurse educator competencies, trends in higher education, the nature of our students in the 21st century, and strategies for building a successful nurse-educator career, including building collegial relationships and integrating the teaching, research, and service missions of the university into one position. This course may be included in a program of study as an elective, or taken as a non-degree student. NTC 760 may also be taken by students in the Nurse Educator track in the MSN program.

**NUR-Nursing Courses****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. 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 well-being, 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 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 educator. 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 618L 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 Health 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. Herbals 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 Glocal 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 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

**NWH-Nursing - Womens Health Courses****NWH 618L. Focus on Advanced Nursing Practice Women. 3 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 729 [Min Grade: B] or NUR 737 [Min Grade: B]) and (NUR 613 [Min Grade: B]) and NUR 614 [Min Grade: B](Can be taken Concurrently)

**NWH 621. Advanced Women's Health Nursing I. 5 Hours.**

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of this course is to prepare the student to implement the role of the Advanced Practice Nurse. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to women.

**Prerequisites:** (NUR 612 [Min Grade: B] or NUR 613 [Min Grade: B]) and (NUR 610 [Min Grade: B] or NUR 735 [Min Grade: B]) and (NUR 614L [Min Grade: B] or NUR 614 [Min Grade: B])

**NWH 622. Advanced Women's Health Nursing II. 4 Hours.**

The purpose of this course is to integrate prior theoretical and practical knowledge of diagnoses and management of the health illnesses of women. The focus of this course is on health promotion and disease prevention and management strategies from inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high-quality evidence-based care to women.

**Prerequisites:** NWH 621 [Min Grade: B]

**NWH 623. Advanced Women's Health Nursing III. 5 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care to women's health patients. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** NWH 622 [Min Grade: B] and NWH 686L [Min Grade: P]

**NWH 631. Advanced Women's Health Nursing I. 5 Hours.**

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of this course is to prepare the student to implement the role of the Advanced Practice Nurse. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to women.

**Prerequisites:** (NUR 612 [Min Grade: B] or NUR 612 [Min Grade: B]) and (NUR 613 [Min Grade: B] or NUR 613 [Min Grade: B]) and (NUR 610 [Min Grade: B] or NUR 610 [Min Grade: B] or (NUR 735 [Min Grade: B] or NUR 735 [Min Grade: B]) and (NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B] or NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B])

**NWH 632. Advanced Women's Health Nursing II. 4 Hours.**

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness of women. The focus of this course is on health promotion and disease prevention and management strategies from inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high quality evidence-based care to women.

**Prerequisites:** NWH 631 [Min Grade: B] or NWH 631 [Min Grade: B]

**NWH 633. Advanced Women's Health Nursing III. 5 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care to women's health patients. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** NWH 632 [Min Grade: B] and NWH 686L [Min Grade: P]

**NWH 685L. Practicum I: Women's Health Care Nurse Practitioner. 3 Hours.**

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to women. The focus of this course is on the delivery of health care services to women. The emphasis of this course is on promoting the progression of competence within the Advanced Practice Nursing role.

**Prerequisites:** (NUR 610 [Min Grade: B] or NUR 610 [Min Grade: B]) or (NUR 735 [Min Grade: B] or NUR 735 [Min Grade: B]) and (NUR 614 [Min Grade: B] or NUR 614 [Min Grade: B] or NUR 614L [Min Grade: B] or NUR 614L [Min Grade: B])

**NWH 686L. Practicum II: Women's Health Care Nurse Practitioner. 3 Hours.**

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to women. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for women. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** NWH 621 [Min Grade: B] and NWH 685L [Min Grade: P]

**NWH 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 student's knowledge base.

**NWH 692L. Practicum III: Women's Health Care Nurse Practitioner. 4 Hours.**

The purpose of this course is to refine management strategies and best practice models in the delivery of high quality care to women. The focus of this course is to evaluate progress toward achievement of professional competencies. The emphasis is on incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of women.

**Prerequisites:** NWH 686L [Min Grade: P] or NWH 686L [Min Grade: P]

**NWH 718L. Focus on Advanced Nursing Practice. 3 Hours.**

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

**Prerequisites:** NUR 612 [Min Grade: B] and NUR 613 [Min Grade: B] and (NUR 610 [Min Grade: B] or NUR 735 [Min Grade: B]) and (NUR 614L [Min Grade: B] or NUR 614 [Min Grade: B])

**NWH 721. Advanced Women's Health Nursing I. 5 Hours.**

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of this course is to prepare the student to implement the role Doctor of Nursing Practice prepared Advanced Practice Nurse. The Emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to women.

**Prerequisites:** NUR 614 [Min Grade: B] and (NWH 618L [Min Grade: B] or NWH 718L [Min Grade: B])

**NWH 722. Advanced Women's Health Nursing II. 4 Hours.**

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness of women in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The focus of this course is on the health promotion and disease prevention and the management of strategies from inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high-quality evidence-based care of women.

**Prerequisites:** NWH 721 [Min Grade: B]

**NWH 723. Advanced Women's Health Nursing III. 5 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care as a Doctor of Nursing Practice prepared Advanced Practice Nurse to women. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** NWH 722 [Min Grade: B] and NWH 786L [Min Grade: P]

**NWH 731. Advanced Women's Health Nursing I. 5 Hours.**

The purpose of this course is to introduce essential concepts in the safe and effective provision of advanced practice nursing. The focus of this course is to prepare the student to implement the role Doctor of Nursing Practice prepared Advanced Practice Nurse. The Emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to women.

**Prerequisites:** NWH 618L [Min Grade: P] and (NUR 614 [Min Grade: B] or NUR 614L [Min Grade: B])

**NWH 732. Advanced Women's Health Nursing II. 4 Hours.**

The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of the health and illness for women in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The focus of this course is on the health promotion and disease prevention and the management of strategies from inter-professional domains. The emphasis of this course is to examine current evidence that supports the delivery of safe and high quality evidence-based care of women.

**Prerequisites:** NWH 731 [Min Grade: B]

**NWH 733. Advanced Women's Health Nursing III. 5 Hours.**

The purpose of this course is to synthesize in-depth knowledge and theoretical concepts as related to advanced practice nursing. The focus of this course is on the utilization of complex models and systems of practice to deliver high quality evidence-based care as a Doctor of Nursing Practice prepared Advanced Practice Nurse to women. The emphasis of the course is on the critical analysis of the evidence for applications that optimize health outcomes.

**Prerequisites:** NWH 732 [Min Grade: B] and NWH 785L [Min Grade: P]

**NWH 785L. Practicum I: Women's Health Nurse Practitioner. 3 Hours.**

The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to women. The focus of this course is on the delivery of health care services to women. The emphasis of this course is on promoting the progression of competence within the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse.

**NWH 786L. Practicum II: Women's Health Nurse Practitioner. 3****Hours.**

The purposes of this course are to prioritize management strategies and apply selected practice models for delivery of care to women. The focus of this course is to provide the student with opportunities to integrate in-depth diagnostic, management, and leadership skills in the role of the Doctor of Nursing Practice prepared Advanced Practice Nurse to provide care for women. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

**Prerequisites:** NWH 721 [Min Grade: B] and NWH 785L [Min Grade: P]

**NWH 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 student's knowledge base.

**NWH 792L. Practicum III: Women's Health Nurse Practitioner. 4****Hours.**

The purpose of this course is to enhance acquired management strategies and the use of best practice models in the delivery of high quality evidence-based care to women. The focus of this course is to evaluate progress toward achievement of competencies of the Doctor of Nursing Practice prepared Advanced Practice Nurse. The Emphasis is on the incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of women.

**Prerequisites:** NWH 722 [Min Grade: B] and NWH 786L [Min Grade: P]