



GRADUATE SCHOOL OF NURSING

2018-2019 Catalogue

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

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

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

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

Commission on Collegiate Nursing Education One Dupont Circle, NW
Washington, DC 20036-1120
202-887-6791

www.aacn.nche.edu/accreditation

MESSAGE FROM THE CHANCELLOR

There has never been a more exciting time to be a part of the University of Massachusetts Worcester (UMW), the commonwealth's only public academic health sciences center. UMass Worcester brings together an extraordinary community of faculty, students and staffs that provide state-of-the-art education conduct groundbreaking research and take the lead in public service initiatives in Massachusetts and around the globe. Graduate School of Nursing students benefit from studying at an institution at the forefront of scientific advancement, one that attracts close to \$350 million in research funding annually and consistently produces breathtaking advances in basic and clinical research.

The 10-year, \$1 billion Massachusetts Life Sciences Bill enacted in 2008 casts our institution in a critical role in research, discovery, development and education in Massachusetts, most notably through the establishment of the Albert Sherman Center (ASC). The 512,000 square foot, state-of-the-art research and education facility, which opened in 2013, greatly expanded our research capacity and created an ideal learning environment for our students.

The ASC houses many dynamic and complementary research programs, such as the RNA Therapeutics Institute, the Department of Quantitative Health Sciences and the Program in Systems Biology, that will bring together some of the best minds in the world focused on creating new therapies for debilitating diseases. Among them is researcher Craig Mello, PhD, a Howard Hughes Medical Institute Investigator who was awarded the 2006 Nobel Prize in Medicine with colleague Andrew Fire, PhD, of Stanford University for their discovery of RNA interference (RNAi). Since their seminal paper published in *Nature* detailed gene silencing by double-stranded RNA, the technology of RNAi has revolutionized biomedical research. Scientists realize that if RNAi is used to shut down disease-causing genes, then promising new therapeutics can result. Recognized as a global center for RNA-related research and collaboration, UMass Worcester boasts a growing cadre of internationally renowned experts in this field.

The seven-story, 258,000 square foot Ambulatory Care Center (ACC) is another new facility on the campus that exemplifies our commitment to education, research discovery and clinical translation. The ACC offers a unique complement of cutting-edge patient care clinics and education and translational research programs.

While advancing scientific innovation, we continue to be a leader in educating the health care providers of the future. UMW's goal is to prepare graduates to become compassionate healers. As the country sorts through the implications of the historic health care reform law now being implemented nationwide, we will continue to educate the care givers who will be able to meet their patients' health care needs in a new way. Moreover, with a special emphasis on primary care, we are committed to serving the public interest both locally and globally.

Amid all these exciting new developments, our guiding principles remain unchanged and unwavering. In all that we do, our institution places the highest priority on respect for the dignity and diversity of every member of our campus community and remains fully committed to supporting our students' professional, intellectual and emotional growth so they may have the opportunity to fulfill their potential and achieve their professional goals. I invite you to learn more about the Graduate School of Nursing through this catalogue and explore how joining our community can help you fulfill your dreams.

Michael F. Collins, MD

Chancellor, University of Massachusetts Worcester

Senior Vice President for the Health Sciences, University of Massachusetts

MESSAGE FROM THE DEAN

As the Dean of the Graduate School of Nursing at UMass Medical School I am honored to join a distinguished faculty whose *vision of creating a community of health, discovery and human dignity* speaks to its devotion to improving the health and well-being of people through research and scholarship, while preserving the dignity of those that they care for. The *mission* of the GSN is to prepare nurse scientists, advanced practice nurses, nurse educators and nurse leaders who together will improve the health care of the Commonwealth of Massachusetts and beyond. Consistent with this public mission, we focus on care to the underserved. This is accomplished through collaboration with the School of Medicine and the Graduate School of Biomedical Sciences at UMass Medical School; our clinical partner, UMass Memorial Health Care; and Commonwealth Medicine, the UMass Medical School health care consulting division that offers health policy, research, financing and service delivery to at-risk populations.

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

Our unique Graduate Entry Pathway program provides the opportunity for individuals with non-nursing bachelor's degrees to pursue Doctorate of Nursing Practice (DNP) degrees for careers as advanced practice nurses. Our DNP program also prepares advanced practice nurses to serve as family, acute/critical care and adult/gerontological nurse practitioners as well as nurse leaders in health care settings in diverse populations and educational settings. The PhD program prepares the next generation of nurse scientists who are critical to making discoveries that inform the highest quality of nursing care. The majority of our PhD graduates pursue academic careers in public colleges and universities, fulfilling a critical role in educating future nurses and leading research enterprises. In addition, we have master's degree tracks in population health and nurse education.

The GSN has an innovative curriculum and a nationally renowned faculty to support your career pursuits. Our alumni hold faculty, research and executive positions across the commonwealth and throughout the country. We will prepare you to be a transformational leader at the forefront of health care. Learn more by exploring our website and apply to one of our programs today.

In service to the GSN,

Joan M. Vitello-Cicciu, PhD, RN, NEA-BC, FAHA, FAAN

ABOUT THE UNIVERSITY OF MASSACHUSETTS WORCESTER

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

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

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

Educational Mission

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

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

The Graduate School of Biomedical Sciences comprises two divisions—Basic & Biomedical Sciences and Clinical & Translational Sciences—and ten programs of study. The graduate programs train students in their selected track area and emphasize a broad background in the basic medical sciences, in preparation for research with direct relevance to human disease. Graduates are equipped to collaborate with scientists and physicians involved in basic research and clinical observations and are prepared to initiate careers as educators in schools of the health professions or in the biotechnology industry.

Consistently ranked by U.S. News & World Report as one of the leading medical schools in the nation for primary care education, the School of Medicine has a foremost responsibility to provide our students with an accessible, comprehensive and personally rewarding medical education of the highest quality, one that optimally prepares them to excel as tomorrow's physicians - caring, competent, productive and fulfilled in their chosen career serving a diversity of patients, communities and the health sciences. The school is committed to training in the full range of

medical disciplines, with an emphasis on practice in the primary care specialties, in the public sector and in underserved areas of Massachusetts.

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

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

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

Interprofessional Education

Interprofessional Education (IPE) has been integrated into the GSN and UMass Worcester's public service and educational mission. The World Health Organization Framework for Action recognizes the need for interprofessional education and collaborative practice to meet the demands for a paradigm shift in health care delivery from individuals to teams of providers in order to improve care for individuals and populations. The 2011 Core Competencies for Interprofessional Collaborative Practice are integrated along with determinants of health into educational curricula to promote a culture of team learning and team-based practice that is patient, family and population-centered across the full continuum of care. As an academic health sciences center, the GSN enjoys many collaborative opportunities for interprofessional teamwork to promote the national Healthy People 2020 goals and objectives with medically underserved, vulnerable and/or high-risk populations.

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

Public Service Mission

The faculty, students and staff of UMass Worcester are committed to making an impact on the health and well-being of the people of the commonwealth and the world. Every day, in ways large and small, our institutional community is actively and passionately engaged in the communities we serve, undertaking numerous and varied

outreach initiatives with partners in the academic, business and philanthropic fields. Collaborations include partnerships with the long-running Worcester Pipeline Collaborative and Regional Science Resource Center, both award-winning programs recognized as national models for K–12 science, technology, engineering and mathematics education outreach; and student-run, faculty-supervised free clinics that provide care for underserved and economically disadvantaged patients by working with schools, community groups and social service organizations, UMass Worcester's reach is extended into places where we can make a difference. And by creating and sustaining relationships with the social and cultural fabric of the region—and, indeed, much of the world—we provide both real-world help and role models for the next generation of nurses, doctors, researchers and leaders.

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

Commonwealth Medicine

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

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

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

Community Outreach

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

URL: <http://www.umassmed.edu/gsn/who-we-are/community-engagement/>

RESEARCH MISSION

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

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

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

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

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

The Graduate School of Nursing research mission is to provide students and faculty with a scholarship research cluster based on partnerships and collaboration. Our research focus is on individual and family health behaviors in chronic conditions, with faculty focusing on chronic disease management and support for individuals and families with HIV/AIDS and other infectious conditions, diabetes, cancer, cardiovascular disorders, community health disparities and workforce development for high quality health care. The GSN Research Advisory Committee (RAC) is an innovative standing committee that was initiated to identify and provide faculty with opportunities to access the support they need to further develop their programs of research or scholarly projects that address individual, family and/or community needs. This support provides faculty with a dynamic environment in which to conduct research at the discovery/exploratory, descriptive, predictive and/or intervention level with the goal of improving clinical and/or community outcomes. This type of environment and scholarship is vital for educating and socializing

our students in the research process and to support their future research and evidence-based practices. The RAC also interfaces with the UMass Center for Clinical and Translational Science in an effort to develop innovative interdisciplinary research teams that include nurse scientists and students, and provides guidance and support to equip faculty and students with the tools and research-related resources needed to tackle research or projects dealing with complex health problems. As an intensive education- teaching environment, the GSN also explores education research opportunities with faculty to identify novel and innovative ways to teach graduate students and to evaluate new methods. All of these activities advance the scientific foundation for professional nursing practice through intra- and interprofessional research endeavors and the dissemination of such research.

SERVICES FOR STUDENTS

The Graduate School of Nursing office and the UMW Offices of Student Affairs, Diversity and Equal Opportunity, Financial Aid, Admissions, the Bursar and the Registrar are on the first floor of the main school building. The Lamar Soutter Library, student laboratories and other student areas are open at night for students who wish to study or work in the building.

Accommodations for Students under the Americans with Disabilities Act

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

Appropriate Treatment of Students Policy

URL: <https://www.umassmed.edu/dio/equal-opportunity/ppg-atl/>

Campus Bookstore

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

Diversity and Inclusion Office

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

Lamar Soutter Library

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

Student Counseling Service

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

Student Health Services

URL: <http://www.umassmed.edu/studenthealth/index.aspx>

Standardized Patient and Interprofessional Experiential Learning and Simulation Programs

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

For a full description of the Graduate School of Nursing (GSN) policies and procedures, refer to the GSN 2017-2018 Student Handbook under the tab, “Resources.”

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

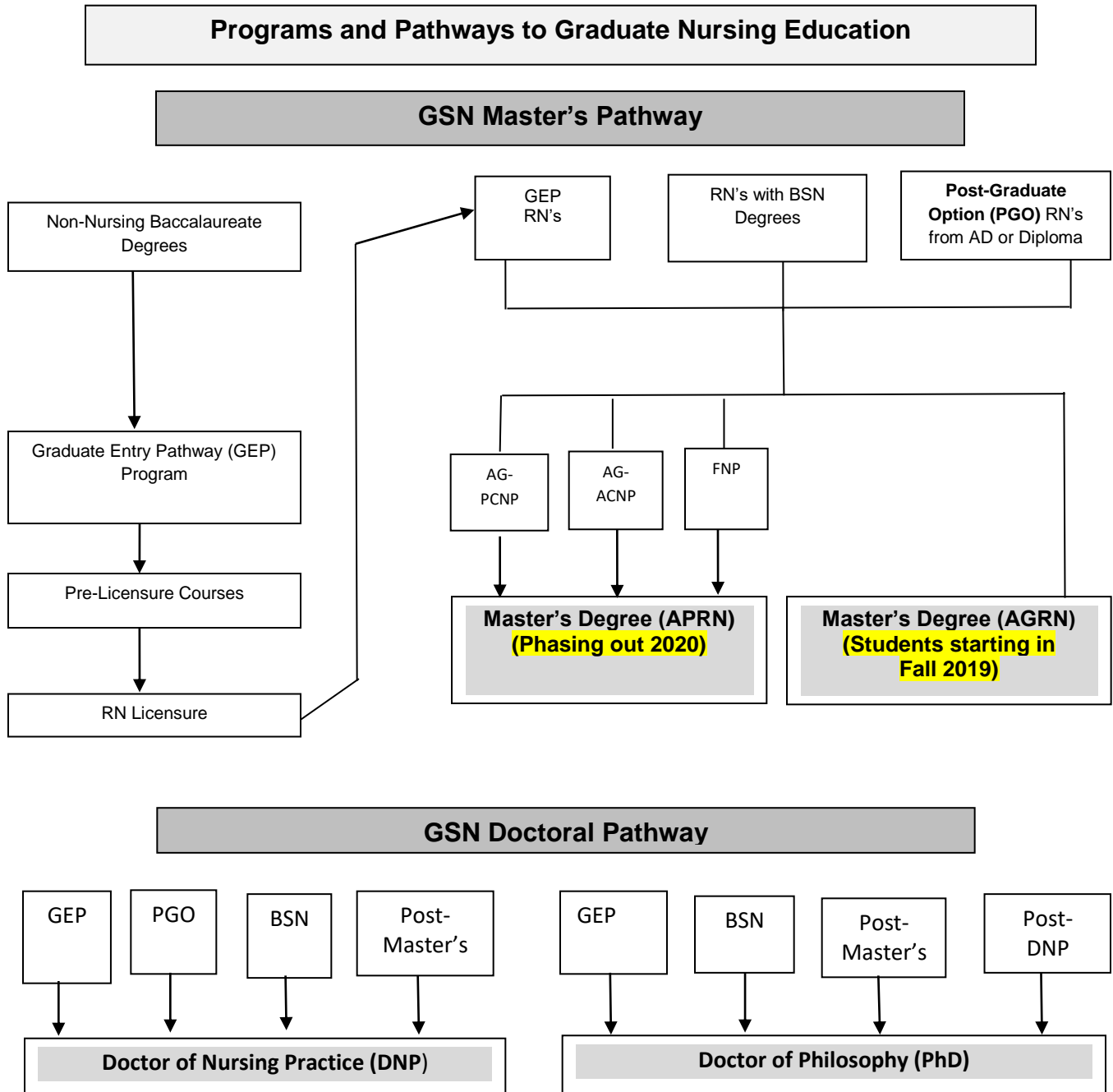
UMASS MEMORIAL HEALTH CARE (UMMHC)

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

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

ACADEMIC PROGRAMS AND PATHWAYS

The Graduate School of Nursing (GSN) offers doctoral degrees, master's degrees, and post-masters certificates, preparing registered professional and advanced practice nurses within nurse practitioner and nurse educator tracts for clinical practice, faculty, research, and other nursing leadership positions. Specialties are also offered in selected areas.



Post-Master's Certificate

MS in Nursing

AG-
PCNP

AG-
ACNP

Psych
M-H NP

Post-Master's Certificate (PMC)

Optional Specialties for Master's and Post-Master's

Cancer

Cardiovascular

Critical
Care

Palliative
Care

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

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

The Graduate Entry Pathway (GEP) is for individuals with a bachelor's degree in a field other than nursing, leading to licensure as a registered nurse (RN). The first year of the GEP program includes pre-licensure courses. After GEP students receive their license as a registered nurse (RN), they can move into the Masters of Science (MS) degree as an Advanced Generalist Registered Nurse (AGRN). GEP students will be eligible to be admitted to the AGRN program beginning in the fall 2019. GEP students may elect the Doctor of Nursing Practice (DNP) program to become nurse practitioners (NPs) and chose one of three tracks:

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

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

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

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

Family Nurse Practitioner Track (FNP)

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

GEP to DNP Curriculum Total Academic Credits 127 adult NP tracks/ 130 family NP track (minimum)					
Fall Semester Year One		Spring Semester Year One		Summer Session Year One	
N508 Pharmacology for Nursing I	2cr	N509 Pharmacology for Nursing II	1cr	N519A Nursing IV: Clinical Capstone: Leadership and Management	3cr
N510 Concepts in Professional Nursing	2cr	N512 Biomedical Sciences II	2cr	N519B Nursing IV: Clinical Capstone: Internship	7cr
N511 Biomedical Sciences I		N514 Health Assessment and Skills II	1cr		
N513 Health Assessment and Skills I	3cr	N517A Nursing II: Care of Persons with Acute and Chronic Conditions	5cr		
N516A Nursing I: Care of Persons with Acute and Chronic Conditions	3cr	N517B Nursing II: Clinical Care of Persons with Acute and Chronic Conditions	3cr		
N516B Nursing I: Clinical Care of Persons with Acute and Chronic Conditions	5cr	N518A Nursing III: Care of the Childbearing and Child Rearing Family	5cr		
		N518B Nursing III: Clinical Care of the Childbearing and Child Rearing Family	3cr		

Fall Semester Year Two		Spring Semester Year Two		Summer Session Year Two	
N521 Transition to Practice N603A Societal Forces N603BI IP Community Service Learning Practicum (goes Fall through Spring) N603C Population Health Clerkship N613 Advanced Pathophysiology N604 Translating & Integrating Scholarship into Practice N706 Health Policy for Health Care Professionals	0.5cr 3cr 0.5cr 1cr 3cr 3cr 3cr	N522 Transition to Practice N603B2 IP Community Service Learning Practicum (continues from Fall) N615 Advanced Health Assessment N614 Advanced Pharmacotherapeutics N704 Epidemiology N723 Quality & Safety in Health Care Organizations	.5cr .5cr 3cr 3cr 3cr 3cr	N715 Analytical Foundations of Practice Inquiry N719 Genetics, Genomics, Pharmacogenomics N659 Adv. Nursing Science I : Maternal & Child Health (FNP track only) NXXX Elective (may be taken another semester)	3cr 3cr 3cr 3cr
Fall Semester Year Three		Spring Semester Year Three		Summer Session Year Three	
N730A/B Adv. Nursing Science: Adult Gerontology Primary Care Nurse Practitioner Theory & Clinical Practicum I or N740A/B Adv. Nursing Science: Adult Gerontology Acute Care Nurse Practitioner Theory I & Clinical Practicum I or N760A/B Adv. Nursing Science: Family Nurse Practitioner Theory II & Clinical Practicum I N730C1 Health Promotion & Disease Prevention N740C1 Seminar N760C1 N709A DNP Scholarly Project Proposal	9cr 9cr 9cr 3cr 1cr	N731A/B Adv. Nursing Science: Adult Gerontology Primary Care Nurse Practitioner Theory II & Clinical Practicum II or N741A/B Adv. Nursing Science: Adult Gerontology Acute Care Nurse Practitioner Theory II & Clinical Practicum II or N761A/B Adv. Nursing Science: Family Nurse Practitioner Theory III & Clinical Practicum II N730C2 Health Promotion & Disease Prevention N740C2 Seminar N760C2 N710 Clinical Scholarship & Analytical Methods	9cr 9cr 9cr 0.5cr 1cr 3cr	N731C Adv. Nursing Science: Adult Gerontology Primary Care Nurse Practitioner Clinical Practicum III or N741C Adv. Nursing Science: Adult Gerontology Acute Care Nurse Practitioner Clinical Practicum III or N761C Adv. Nursing Science: Family Nurse Practitioner Clinical Practicum III N709C DNP Scholarly Project Proposal N708 Organizational Systems & Health Care Financing	1cr 1cr 1cr 1cr 3cr
Fall Semester Year Four		Spring Semester Year Four			
N707 Biomedical Informatics N776 Leadership for Advanced Practice N777A DNP Practicum N772 DNP Scholarly Project: Implementation	3cr 3cr 1cr 2cr	N777B DNP Practicum N773 DNP Scholarly Project: Evaluation	1cr 2cr		

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

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

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

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

The BSN to DNP & PGO to DNP Nurse Practitioner Program has three Track Options:

- **Adult Gerontology Primary Care Nurse Practitioner Track (AG-PCNP)**
- **Adult-Gerontology Acute Care Nurse Practitioner Track (AG-ACNP)**
- **Family Nurse Practitioner Track (FNP)**

Fall Semester Year One		Spring Semester Year One		Summer Session Year One	
N603A Societal Forces	3cr	N603Z1 IP Community Service Learning Practicum (continues through Fall)	.5cr	N715 Analytical Foundations of Practice Inquiry	3cr
N603B1 IP Community Service Learning Practicum (goes Fall through Spring)	.5cr	N615 Advanced Health Assessment	3cr	N719 Genetics, Genomics, Pharmacogenomics	3cr
N613 Advanced Pathophysiology	3cr	N614 Advanced Pharmacotherapeutics	3cr	N659 Adv. Nursing Science I: Maternal & Child Health (FNP track only)	3cr
N604 Translating & Integrating Scholarship into Practice	3cr	N704 Epidemiology	3cr	NXXX Elective (may be taken another semester)	3cr
N706 Health Policy for Health Care Professionals	3cr	N723 Quality & Safety in Health Care Organizations	3cr		
Fall Semester Year Two		Spring Semester Year Two		Summer Session Year Two	
N730A/B Adv. Nursing Science: Adult Gerontology Primary Care Nurse Practitioner Theory & Clinical Practicum I or N740A/B Adv. Nursing Science: Adult Gerontology Acute Care Nurse Practitioner Theory I & Clinical Practicum I or N760A/B Adv. Nursing Science: Family Nurse Practitioner Theory II & Clinical Practicum I	9cr 9cr 9cr	N731A/B Adv. Nursing Science: Adult Gerontology Primary Care Nurse Practitioner Theory II & Clinical Practicum II or N741A/B Adv. Nursing Science: Adult Gerontology Acute Care Nurse Practitioner Theory II & Clinical Practicum II or N761A/B Adv. Nursing Science: Family Nurse Practitioner Theory III & Clinical Practicum II	9cr 9cr 9cr	N731C Adv. Nursing Science: Adult Gerontology Primary Care Nurse Practitioner Clinical Practicum III or N741C Adv. Nursing Science: Adult Gerontology Acute Care Nurse Practitioner Clinical Practicum III or N761C Adv. Nursing Science: Family Nurse Practitioner Clinical Practicum III	1cr 1cr 1cr
N730C1 Health Promotion & Disease Prevention N740C1 Seminar N760C1 N709A DNP Scholarly Project Proposal	.5cr 1cr	N730C2 Health Promotion & Disease Prevention N740C2 Seminar N760C2 N709B DNP Scholarly Project Proposal N710 Clinical Scholarship & Analytical Method	.5cr 1cr 3cr	N709C DNP Scholarly Project Proposal N708 Organizational Systems & Health Care Financing	1cr 3cr

Fall Semester Year Three		Spring Semester Year Three		Pre-Graduate Option Students:	
N707 Biomedical Informatics	3cr	N777B DNP Practicum	1cr	Required to take two additional courses upon matriculation: (4 extra credits) N519A Leadership & Management N603C Population Health Clerkship	3cr 1cr
N776 Leadership for Advanced Practice	3cr		2cr		
N777A DNP Practicum	1cr				
N772 DNP Scholarly Project: Implementation	2cr				

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

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

Post Master's to DNP is for individuals who hold a master's degree in nursing and are certified as NPs, CNSs, CRNAs, or CNMs or hold a master's degree in nursing or a health-related field for nurse administrators.

Post MS DNP Curriculum					
Full-Time Study Plan					
Fall Semester Year One		Spring Semester Year One		Summer Session Year One	
N705H Trends Influencing the DNP	3cr	N704 Principles of Epidemiology	3cr	N715H Analytical Foundations of Practice Inquiry	3cr
N706H Health Policy for Health Care Professionals	3cr	N723H Quality & Patient Safety in Health Care Orgs	3cr	N814H Genomics for Clinical Practice (APRNs only)	3cr
N707H Biomedical Informatics	3cr	N710H Clinical Scholarship & Analytical Methods	3cr	N708H Org. Systems and Healthcare Financing	3cr
N709AH DNP Scholarly Project: Proposal	1cr	N709BH DNP Scholarly Project: Proposal	1cr	N709CH DNP Scholarly Project Proposal	1cr
Fall Semester Year Two		Spring Semester Year Two		Summer Session Year One	
N776H Leadership for APRNs	3cr	N777BH DNP Practicum	1cr	Total Academic Credits 39	
N777AH DNP Practicum	1cr	N773 DNP Project:valuation	2cr		
N772H DNP Project: Implementation	2cr	Nxxx Elective (Nurse Admins only)	3cr		
Part-Time Study Plan					
Fall Semester Year Three		Spring Semester Year Three		Summer Session Year One	
N705H Trends Influencing the DNP	3cr	N704 Principles of Epidemiology	3cr	N715H Analytical Foundations of Practice Inquiry	3cr
N707H Biomedical Informatics	3cr	N723H Quality & Patient Safety in Health Care Orgs	3cr	N708H Org. Systems and Healthcare Financing	3cr
Fall Semester Year Two		Spring Semester Year Two		Summer Session Year One	
N706 H Health Policy for Health Care Professionals	3cr	N709BH DNP Project: Proposal	1cr	N709CH DNP Project: Proposal	1cr
N776 H Leadership for APRNs	3cr	N710H Clinical Scholarship & Analytical Methods	3cr	N814 H Genomics for Clinical Practice (APRNs only)	3cr
N709AH DNP Project Proposal	1cr			Nxxx Elective (Nurse Admins only)	3cr
Fall Semester Year Two		Spring Semester Year Two		Summer Session Year One	
N777AH DNP Practicum I	1cr	N777AH DNP Practicum	1cr	Total Academic Credits 39	
N772H DNP Project Implementation	3cr	N773H DNP Project : Evaluation	3cr		

Post Graduate Certificate to Doctor of Nursing Practice (DNP) Program Admission Requirements and Application

<https://umassmed.edu/gsn/academics/certificates/admission-criteria/>

The Post-Master's Certificate option is designed for individuals who have previously acquired their master's degree in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Collegiate Commission on Nursing Education. The Post Master's Certificate has two NP options: (1) Masters prepared certified nurse practitioners who seek additional preparation in the population focus of Adult Gerontology Primary Care or Adult-Gerontology Acute Care; or (2) Master's option Nurse Educator.

Fall Semester		
N 630A	Advanced Nursing Science: Adult-Gerontology Acute Care Nurse Practitioner Theory I	6
N 630B	Advanced Nursing Science: Adult-Gerontology Acute Care Nurse Practitioner Clinical Practicum I	4
Spring Semester		
N 631A	Advanced Nursing Science: Adult-Gerontology Acute Care Nurse Practitioner Theory II	6
N 631B	Advanced Nursing Science: Adult-Gerontology Acute Care Nurse Practitioner Clinical Practicum II	3

Fall Semester		
N 640A	Advanced Nursing Science: Adult-Gerontology Acute Care Nurse Practitioner Theory I	6
N 640B	Advanced Nursing Science: Adult-Gerontology Acute Care Nurse Practitioner Clinical Practicum I	4
Spring Semester		
N 641A	Advanced Nursing Science: Adult-Gerontology Acute Care Nurse Practitioner Theory II	6
N 641B	Advanced Nursing Science: Adult-Gerontology Acute Care Nurse Practitioner Clinical Practicum II	3

PhD in Nursing Program Admission Requirements and Application

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

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

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

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

GEP to PhD Curriculum Total Academic Credits 125 (minimum)		
This includes the 50 Credits for the GEP Year One Pre-Licensure see GEP Curriculum		
Fall Semester Year Two	Spring Semester Year Two	Summer Session Year Two
N603A Societal Trends & Population Health 3cr N603B Community Service Learning Practicum (goes Fall through Spring) N6603C Population Health Clerkship 1cr N613 Advanced Pathophysiology 3cr N604 Translating & Integrating Scholarship into Practice 3cr N6522 Transitions to Professional Practice (goes Fall through Spring)	N603B Community Service Learning Practicum (continued from Fall) 1cr N614 Advanced Pharmacotherapeutics 3cr N704 Epidemiology 3cr N6522 Transitions to Professional Practice 1cr	N814 Genomics in Clinical Practice & Research 3cr
Fall Semester Year Three	Spring Semester Year Three	Summer Session Year Three
N800 History and Philosophy of Nursing Science 3cr N801 Qualitative Research Methods in Nursing 3cr N810 PhD Practicum (consult with advisor) 1cr	N802 Quantitative Methods in Nursing Research 3cr N803 Theory: Critical Analysis and Application 3cr N815 Statistical Analysis of Data (may take prior to matriculation) 3cr	N804 Survey Methods and Measurement in Health Research 3cr

Fall Semester Year Four		Spring Semester Year Four		Summer Semester Year Four	
N707 Biomedical Informatics	3cr	N813 Research Reviews and Grant Writing	2cr	N888 Comprehensive Examination	
N706 Health Policy	3cr	N890 Advanced Statistics	3cr		
Fall Semester Year Five		Spring Semester Year Five		IMPORTANT NOTE: In addition to the above CORE course work, STUDENTS MUST TAKE AT LEAST TWO 3 CREDIT ELECTIVES. Electives may be taken concurrently in any semester <u>after</u> approval by the student's faculty advisor. One elective <u>must be</u> advanced method elective.	
N809 Dissertation Seminar		N809 Dissertation Seminar			
N899 Dissertation Credits	9cr	N899 Dissertation Credits	9cr		

BSN to PhD Curriculum Total Academic Credits 73 (minimum)

Fall Semester Year One		Spring Semester Year One		Summer Session Year One	
N603A Societal Trends & Population Health	3cr	N603B Community Service Learning Practicum (continues from Fall)	1cr	N814 Genomics in Clinical Practice & Research 3cr	
N603B Community Service Learning Practicum (goes Fall through Spring)	3cr				
N613 Advanced Pathophysiology	3cr	N614 Advanced Pharmacotherapeutics	3cr		
N604 Translating & Integrating Scholarship into Practice	3cr	N704 Epidemiology	3cr		
Fall Semester Year Two		Spring Semester Year Two		Summer Session Year Two	
N800 History and Philosophy of Nursing Science	3cr	N802 Quantitative Methods in Nursing Research	3cr	N804 Survey Methods and Measurement in Health Research 3cr	
N801 Qualitative Research Methods in Nursing	3cr	N803 Theory: Critical Analysis and Application	3cr		
N810 PhD Practicum (consult with advisor)	1cr	N815 Statistical Analysis of Data (may take prior to matriculation)	3cr		
Fall Semester Year Three		Spring Semester Year Three		Summer Session Year Three	
N707 Biomedical Informatics	3cr	N813 Research Reviews and Grant Writing	2cr	N888 Comprehensive Examination	
N706 Health Policy	3cr	N890 Advanced Statistics	3cr		
Fall Semester Year Four		Spring Semester Year Four		IMPORTANT NOTE: In addition to the above CORE course work, STUDENTS MUST TAKE AT LEAST TWO 3 CREDIT ELECTIVES. Electives may be taken concurrently in any semester <u>after</u> approval by the student's faculty advisor. One elective <u>must be</u> advanced method elective.	

MS to PhD Curriculum Total Academic Credits 57 (minimum)

Fall Semester Year One		Spring Semester Year One		Summer Session Year One	
N800 History and Philosophy of Nursing Science	3cr	N802 Quantitative Methods in Nursing Research	3cr	N804 Survey Methods and Measurement in Health Research 3cr	
N801 Qualitative Research Methods in Nursing	3cr	N803 Theory: Critical Analysis and Application	3cr		
N810 PhD Practicum (consult with advisor)	1cr	N815 Statistical Analysis of Data (may take prior to matriculation)	3cr		
Fall Semester Year Two		Spring Semester Year Two		Summer Session Year Two	
N707 Biomedical Informatics	3cr	N813 Research Reviews and Grant Writing	2cr	N814 Genomics (may take prior to matriculation) 3cr N888 Comprehensive Examination	
N706 Health Policy	3cr	N890 Advanced Statistics	3cr		

Fall Semester Year Three			Spring Semester Year Three			IMPORTANT NOTE: In addition to the above CORE course work, STUDENTS MUST TAKE AT LEAST TWO 3 CREDIT ELECTIVES. Electives may be taken concurrently in any semester <u>after</u> approval by the student's faculty advisor. One elective <u>must be</u> advanced method elective.
N809	Dissertation Seminar		N809	Dissertation Seminar		
N899	Dissertation Credits	9cr	N899	Dissertation Credits	9cr	

Program Specialties (Optional)

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

Cancer Care

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

Courses

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

Cardiovascular Care

The Cardiovascular Care specialty prepares nurses for advanced practice roles across the continuum of care from acute/critical care settings to ambulatory/community settings. The specialty focuses on health promotion strategies in clinics, hospitals and community-based settings for men and women at risk for experiencing acute and chronic cardiovascular diseases.

Courses

N681 Advanced Practice Cardiovascular Nursing I	3 credits
N682 Advanced Practice Cardiovascular Nursing II	3 credits
N682B Advanced Practice Cardiovascular Nursing Practicum (90 clinical hours)	1 credit

Critical Care

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

Courses

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

Nurse Educator

The Nurse Educator specialty prepares nurses for roles in faculty or staff development, providing an opportunity to acquire teaching skills and strategies that address student, program and patient outcomes as well as leadership skills to improve health care.

Courses

N623 Advanced Nursing Science: Identifying and Measuring Outcomes for Nurse Educators	3 credits
N820 Essentials for Academic Health Educators	3 credits

GSN COURSE DESCRIPTIONS

Graduate Entry Pathway **(GEP) Program**

Year 1 (Pre-Licensure Courses)

N508 Pharmacology for Nursing I

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

N509 Pharmacology for Nursing II

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

N510 Concepts in Professional Nursing

This course introduces students to the basic concepts that are the foundation of professional nursing practice. Course content includes role and practice issues in professional nursing and health care: the health care continuum; the bio- psychosocial model of health; health prevention and promotion; legal, regulatory and ethical issues; critical thinking and evidence-based practice; practice guidelines and informatics; principles of teaching/learning; theories of the nurse-patient relationship; and the role of the professional nurse. 2 credits

N511 Biomedical Sciences I

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

N512 Biomedical Sciences II

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

N513 Health Assessment and Skills I

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

N514 Health Assessment and Skills II

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

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

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

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

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

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

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

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

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

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

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

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

This course is the clinical component of NG518A. In this course, students will use critical thinking to make evidence-based clinical judgments for, and develop effective communication skills with, families experiencing normative childbearing and child rearing, and with children experiencing acute and chronic conditions. Working with nursing colleagues

and other members of the interdisciplinary team, students will prioritize and provide nursing care in hospital settings. 3 credits.

N519A Nursing IV: Clinical Capstone: Leadership and Management

This course focuses on the professional role of the nurse as a collaborator, leader and provider of care with nursing colleagues and other members of the interprofessional health care team, and within the context of complex health care systems. 3 credits.

N519B Nursing IV: Clinical Capstone: Clinical Internship

This clinical course focuses on the professional role of the nurse as a provider of care as part of the interprofessional health care team. Working one-on-one with a nurse preceptor approved by GSN nursing faculty, and with guidance from GSN nursing faculty, students integrate the values, knowledge and competencies of professional nursing into their practice as a manager and provider of safe, competent, patient-centered nursing care, and as a nursing colleague and member of an interprofessional health care team. 7 credits

N521 Transitions to Professional Practice

This course facilitates students' transition to professional practice and graduate studies. Students will complete preparation for NCLEX. In addition, students will develop a philosophy for their own practice and reflect on the roles of professional and advance practice nurses. 1 credit.

N522 Transition to Professional Practice

This course is designed to coincide with students' entry into their first practice role following licensure as a registered nurse. Students will evaluate their professional growth as clinicians and discuss issues related to professional and advanced practice nursing that arise in their practice and in the classroom. 2 credits Prerequisites: Completion of GEP Year One.

MASTER OF SCIENCE
PROGRAM
(CORE COURSES)

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

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

N603B Interprofessional and Population Health Community Service Learning Practicum and Seminar

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

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

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

to identify available and needed resources for the population of focus and advocate for at-risk populations to improve health outcomes. 1 credit

N604 Translating & Integrating Scholarship into Practice

This is a core course that prepares students to critically examine and seek evidence for practice, ethically translate current evidence and identify gaps in clinical knowledge. This course provides the student with a foundation in nursing research, theory, research ethics, and evidence-based practice approaches. 3 credits.

N704 Principles of Epidemiology

This course will provide students with concrete skills to understand and critique the medical literature. Students will learn about the various types of epidemiology study designs including their potential strengths and limitations. Using these skills, students will critique articles from the medical literature. Students will also work in groups to develop an epidemiology study design to address a clinical hypothesis. 3credits.

N719 Genetics, Genomics and Pharmacogenomics

This course provides an introduction to fundamentals of genetics, and genomics, including pharmacogenomics. Basic concepts and principles of genetics and genomics will be covered in these lectures, including course assignments involving quizzes and case studies. This course will also discuss integration of the basic concepts to enhance understanding, knowledge, application and utilization of these principles in clinical settings for education and practice. Perspectives on ethical, legal and socioeconomic issues for advanced practicenurses will also be addressed. Implications regarding personalized medicine and direct-to-consumer testing in regard to patient care and practice will be discussed. 3 credits

Advanced Practice Core Courses

N613 Advanced Pathophysiology

The focus of this course is on the interrelation of human systems and the effect that illness in one body system has on the functions of the whole person. Concepts related to clinical physiology and research literature related to pathophysiology of various body systems are examined. Pertinent literature related to nursing interventions associated with improved physiological status is analyzed. 3 credits

N614 Advanced Pharmacotherapeutics

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

N615A Advanced Health Assessment

This course further develops and integrates the advanced health assessment competencies in advanced nursing practice of interviewing, performing and documenting comprehensive and episodic health histories and physical examinations. Students will identify normal and abnormal findings, identify risk factors, incorporate appropriate health promotion and disease prevention strategies, formulate differential diagnoses and begin to utilize evidence-based practice plans of care for common acute and chronic illnesses. Critical thinking and clinical decision making is presented within the context of systems based presentations. The integration of all didactic and performance components including diagnostic reasoning and the scope of practice of advanced nursing practice roles are demonstrated through interactive discussions and group work. 3 credits.

N615B Advanced Health Assessment Practicum

This practicum assesses the student's integration of techniques in physical examination through lab practice, performance exams and utilization of standardized patients. The integration of all didactic and performance components, including clinical decision-making skills, are demonstrated through successful role playing, case study analysis and an Objective Structured Clinical Exam (OSCE). 1 credit

NURSE EDUCATOR COURSES

N623 Advanced Nursing Science: Identifying and Measuring Outcomes for Nurse Educators

The emphasis of this course is on identifying, measuring and achieving outcomes. Content builds upon Year One student and patient outcome evaluation content. Program outcome evaluation, test development and clinical evaluation strategies are included. Processes designed to promote performance improvement in health care and to enhance the graduate's ability to function effectively in a health care organization are discussed. 3 credits.

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

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

N820 Essentials for Academic Health Educators

This course presents evidence-based teaching theories, strategies and skills for individuals interested in the role of faculty in programs preparing students for health professions. Contemporary issues and approaches to educating students with diverse learning needs will be addressed from assessment of learning styles to evaluation of outcomes. Societal influences on the curriculum development process are highlighted along with strategies for enhancing academic career development. 3 credits.

Elective Courses

N551 Foundations of Critical Care Nursing

This course prepares registered nurses with classroom, laboratory, and simulation education and training to care for critically ill older adult patients and their families. The content is designed to augment knowledge from undergraduate nursing programs to allow safe delivery of competent, professional and patient centered nursing care. The course expands knowledge and skills for nurses to recognize and manage life threatening illnesses, injuries, medical sequelae, and goals of care in critically ill adult/older adult patients and position the patient and their family for optimal outcomes. 3 credits.

N590 Human Physiology

This is a review course on basic principles of physiology that cover the functions of the human body with emphasis on the nervous, endocrine, muscular, cardiovascular, respiratory, digestive, renal and reproductive systems. The course will provide a broad view of the current knowledge on how the human body works and is intended for students in the fields of nursing and other allied health fields. 3 credits

N632 Integrating Palliative Care Across the Continuum: An Interprofessional Approach

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

N632B Advanced Practice Nursing in Palliative Care Practicum

This course is the clinical component for the preparation of the advanced practice palliative care nurse practitioner. The focus is on the development and refinement of the clinical appraisal and diagnostic skills needed for advanced practice nurses caring for patients with serious-life threatening and terminal disease in a variety of healthcare settings. Palliative care in acute and chronic care will be emphasized. During a 90-hr practicum, the student will implement the role activities of the advanced practice palliative care nurse demonstrating critical thinking, carrying out therapeutic interventions, clear communication and professional role interaction. 1 credit (90 hours).

N643 Advanced Practice Critical Care Nursing I

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

N643B Advanced Practice Critical Care Nursing Practicum

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

N644 Advanced Practice Critical Care Nursing II

This course focuses on the development and refinement of advanced critical thinking skills, and development of plans of care necessary to address the needs of special populations of critically ill adults-older adults**. Grounded in theory and evidence-based practice, the course enhances the student's mastery of advanced concepts, knowledge of the diagnostics and collaborative management strategies needed to provide high quality care for patients experiencing specific critical illnesses and life threatening injuries, and their families. **Special populations include, but are not limited to patients experiencing: Cardiogenic shock, cardiac surgery, neuro-critical care issues, critical care pregnancy conditions, burns, exposure to toxins & poisons, and immune-compromised patients, etc. 3 credits Pre-requisites: Critical Care Nursing experience and Permission of instructor.

652 Military and Veterans' Healthcare

This course will provide the student with an understanding of the experiences, beliefs and health practices within the military culture. Health care concerns related to deployment, re-integration, family and veterans services will be discussed. Strategies

to improve the health of military members and veterans in civil society will be presented. 3 credits
N681 Advanced Practice Cardiovascular Nursing I
This course explores the theories of health promotion and disease management pertinent to cardiovascular nursing. It is intended to prepare advanced practice nurses to provide care to cardiovascular patients across health care settings. Health promotion strategies for high-risk cardiovascular patients are explored. Predisposing risk factors along with current treatment modalities for cardiovascular disease are discussed. 3 credits

N681 Adv Practice Cardiovascular Nursing I

This course explores the theories of health promotion and disease management pertinent to cardiovascular nursing. It is intended to prepare advanced practice nurses to provide care to cardiovascular patients across health care settings. Health promotion strategies for high-risk cardiovascular patients are explored. Predisposing risk factors along with current treatment modalities for cardiovascular disease are discussed.

N682 Adv Practice Cardiovascular Nursing II

The focus of this course is on the development and refinement of the clinical appraisal needed by the advanced practice nurse to effectively provide education and to manage adults with cardiovascular diseases. Risk factor identification and health promotion strategies incorporating the patient's physiological and psychological responses to cardiovascular health problems and treatments are analyzed through clinical examples. Evidence-based research and the standards of care are synthesized to promote continuity of care throughout the cardiovascular patient's trajectory of illness. 3 credits

N682 B Advanced Practice Cardiovascular Nursing Practicum

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

N685 Living with Chronic Conditions and Terminal Illness

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

N686 Advanced Practice Oncology Nursing

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

N686 B Advanced Practice Nursing in Oncology Practicum

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

N691 Contemporary Issues in Women's Health

This elective graduate nursing course provides the advanced practice nursing student with a theoretical foundation to provide evidence-based care to women and will focus on a variety of issues specific to their health care. Specific concerns of women across the lifespan and the effects of culture and environment on women's health are analyzed. Gender-based health issues and disparities and the role of the advanced practice nurse in dealing with these issues are examined. 3 credits

N699 Independent/Directed Study

This course is open to all graduate students. Plans for study must be submitted in advance of registration on a form obtained from the Graduate School of Nursing. The student must meet with a faculty member to establish goals and objectives

outlining the independent/directed study; the number of credits given for the study will then be determined. The student may take more than one independent study course, but no more than nine credit hours may be applied toward the degree. 1-3 credits
Prerequisite: Permission of instructor and contractual agreement of course objectives and outcomes.

DOCTOR OF NURSING PRACTICE (DNP) COURSES

N704 Principles of Epidemiology

This course will provide students with concrete skills to understand and critique the medical literature. Students will learn about the various types of epidemiology study designs including their potential strengths and limitations. Using these skills, students will critique articles from the medical literature. Students will also work in groups to develop an epidemiology study design to address a clinical hypothesis. 3 credits.

N705 Trends Influencing the Doctor of Nursing Practice

This course explores the trends influencing the role of the DNP in hospitals and community-based settings. The student will develop strategies to address these challenges that are grounded in evidence-based practice. The course enables graduates to serve as leaders in synthesizing clinical nursing knowledge and translating research findings into practice within complex health care settings and community-based organizations. 3 credits.

N706 Health Policy for Health Care Professionals

This course prepares students' to understand health policy and the complexity of the US health care environment (systems, organizations, financing, delivery). The course will examine and critically analyze the health care system in the U.S. The current major issues and trends, which are the subject of intense public concern and government interest, will be examined. Theories of ethics, political philosophy and the social sciences will be discussed in relation to health policy. Health policy frameworks will be analyzed and applied to professional, economic, political and social health care issues. Leadership in evaluation, analysis and implementation of health policies, which affects patients, populations, and health care systems, will be emphasized. 3 credits.

N707 Biomedical Informatics

This course offers an overview of the field of biomedical informatics. Concepts from computer and information science are combined with current issues in research, clinical practice, and the use of information systems/technology in health systems and patient care. The course will provide a broad overview of bioinformatics, standards and the use of technology for electronic health records, decision support systems, security including confidentiality, information retrieval, and public health informatics for patient care and consumer health informatics. 3 credits.

N708 Organizational Systems and Health Care Financing

This course expands the students' understanding of system theory and healthcare finances/economics. Students will explore current global, technological, socioeconomic and organizational factors that impact the delivery of high quality health care. This course will expand upon expert clinical knowledge and enable students to engage with other interdisciplinary team members in developing and evaluating contemporary approaches to clinical practice within health care organizations. 3 credits.

N709A DNP Project Proposal I

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

N709B DNP Project Proposal II

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

N790C DNP Project Proposal III

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

N 710 Clinical Scholarship & Analytic Methods

This course expands the students' understanding of clinical scholarship, analytic methods, evidence-based models and performance science within the context of advanced nursing practice. This course will enable graduates to serve as leaders in synthesizing clinical nursing knowledge and translation of research findings into practice in complex health settings and community-based organizations. Through the application of new knowledge and use of performance science methods, students will be able to evaluate outcomes of practice, reduce variation in care across settings and improving health outcomes. 3 credits.

N715 Analytical Foundations of Practice Inquiry

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

N723 Quality and Patient Safety in Health Care Organizations

This course prepares the advanced practice nurse with the DNP with the knowledge, theory and organizational science concepts necessary to design and evaluate performance improvement in health care organizations related to quality and safety. 3 credits.

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

This course is the first of two advanced practice nursing courses to prepare adult-gerontology primary care nurse practitioners to care for acute and complex chronic health problems in the community. The focus of this course is to further develop and refine health assessment skills and apply critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in theory and evidence-based practice, the course enhances the student's knowledge of health promotion and disease prevention and management strategies needed to care for the health and illness states for adolescent and adult through end of life. 6 credits.

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

This is the first of three advanced practice nursing clinical courses to prepare adult-gerontology primary care nurse practitioners to care for acute and complex chronic health problems. The focus is to develop and refine history taking, physical exam, clinical reasoning skills, and to formulate management plans to care for health and illness states for patients and their families. The course enhances the student's ability to apply theories, standards of care and evidence-based practice in the care of adolescents and adults through end of life to maintain health, identify and mitigate risk factors. The student implements the role of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction. 3 credits.

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

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

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

This is the second of two advanced practice nursing courses to prepare adult-gerontology primary care nurse practitioners in the care of acute and complex chronic health problems in the community. The focus of this course is to further develop and refine critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in evidence-based practice, the course further enhances the student's knowledge of health promotion and disease prevention and management strategies needed to care for the health and illness states for the adolescent and adult through end of life. 6 credits.

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

This is the second of three advanced practice nursing courses to prepare adult-gerontology primary care nurse practitioners in the care of acute and complex chronic health problems in the community. The focus is on mastering clinical reasoning skills and formulating management plans needed to care for the adolescent and adult through end of life and their families. The course expands the student's ability to apply theories, standards of care and evidence-based practice to the care the health and illness states of the adolescent and adult to end of life patient and their families to maintain health and identify and mitigate risk factors. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction. 3 credits.

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

This is the third of three advanced practice nursing courses to prepare adult-gerontology primary care nurse practitioners in the care of acute and complex chronic health problems. The focus of the course is to actualize the role of the adult-gerontology primary care nurse practitioner. Clinical experiences further refine and enhance diagnostic reasoning and formulation of complex management plans needed by the advanced practice nurse. The student operationalizes standards of care and evidence-based practice to provide direct care of health and illness states to adolescent and adult through end of life patient and their families. The student expands their capacity to manage additional and more complex patients with maximal independence. 1 credit.

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

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

patients and their families experiencing acute and complex chronic health problems. 6 credits.

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

This is the first of three advanced practice nursing clinical courses to prepare adult-gerontology acute care nurse practitioners. The focus is to develop and refine history taking, physical exam skills, diagnostic reasoning, and to formulate management plans needed by the advanced practice nurse. The course enhances the student's ability to apply theories, standards of care and evidence-based practice to care for adult-older adult patients and their families with acute and complex chronic health problems. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction. 3 credits.

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

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

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

This is the second of two advanced practice nursing courses to prepare adult-gerontology acute care nurse practitioners. The focus of this course is to further develop and refine critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in evidence-based practice, the course further enhances the student's knowledge of disease processes, diagnostic criteria, and management strategies needed to care for patients and their families experiencing acute and complex chronic health problems. 6 credits.

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

This is the second of three advanced practice nursing courses to prepare adult-gerontology acute care nurse practitioners. The focus is on mastering clinical reasoning skills and formulating

management plans to care for adult-older adult patients and their families experiencing acute and complex chronic health problems. The course expands the student's ability to apply theories, standards of care and evidence-based practice to the care of adult-older adult patients with acute and complex chronic health problems. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction. 3 credits.

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

This is the third of three advanced practice nursing courses to prepare adult-gerontology acute care nurse practitioners. The focus of the course is to actualize the role of the adult-gerontology acute care nurse practitioner. Clinical experiences further refine and enhance diagnostic reasoning and formulation of complex management plans needed by the advanced practice nurse. The student operationalizes standards of care and evidence-based practice to provide direct care to adult-older adult patients with acute and complex chronic health problems. The student expands their capacity to manage additional and more complex patients with maximal independence. 1 credit.

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

This course is the first of three of three advanced nursing science courses to prepare family nurse practitioners to care for individuals and their families across the life span. This course focuses on further development of clinical reasoning necessary in advanced nursing practice to provide high quality primary health care to pregnant women, infants, children, and adolescents. This course teaches students to consider and apply family theory and evidenced based practice which supports family centered care. The course enhances the student's knowledge of health promotion, disease prevention and management strategies of common acute and chronic conditions in pregnant women, infants, children, adolescents, and families. 4 credits.

N760A Advanced Nursing Science: Family Nurse Practitioner Theory I

This course is the second of three advanced nursing science courses to prepare family nurse practitioners to care for acute and complex chronic health problems in the community. The focus of this course is to further develop and refine health

assessment skills and apply critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in theory and evidence-based practice, the course enhances the student's knowledge of health promotion, disease prevention, and management strategies to care for health and illness states for patients across the lifespan and their families. 6 credits.

N760B Family Nurse Practitioner Clinical Practicum I

This course is the first of three advanced nursing science clinical courses to prepare family nurse practitioners to care for acute and complex chronic health problems in the community. The focus is to develop and refine history taking, physical exam, clinical reasoning skills and to formulate management plans needed to care for the health and illness states of patients and their families. The course enhances the student's ability to apply theories, standards of care and evidence-based practice in the care of patients across the lifespan and their families to maintain health, identify and mitigate risk factors. The student implements the role of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction. 3 credits.

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

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

N769 Leadership for the Nurse Executive

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

N772 DNP Project Implementation

This course required the implementation of a scholarly project for the preparation of advanced practice nurse with the practice doctorate. The focus of this course is on the identification and implementation of a specific activity that uses evidence to improve patient focused organizational outcomes. The scholarly project integrates knowledge from the DNP core and specialty courses, electives, and clinical and/or indirect role experience in the formulation of a project that demonstrates advanced practice nursing at the practice doctorate level. DNP scholarly project implementation in this course requires 60 indirect practice role hours. 2 credits.

N773 DNP Project Evaluation

This course required the completion of a scholarly project for the preparation of advanced practice nurse with the practice doctorate. The focus of this course is on the completion of a scholarly project that uses evidence to improve patient focused organizational outcomes. This scholarly project is derived from the DNP core, specialty courses, and electives including clinical and/or indirect role experiences. The scholarly project demonstrates the students' attainment of the program outcomes and provides evidence of the student's knowledge and expertise as an advanced practice nurse at the practice doctorate level. DNP scholarly project evaluation in this course requires 60 indirect practice role hours. 2 credits.

N774 Advanced APN Clinical Residency I

This course is the first of two advanced nursing science residency courses for the preparation of advanced practice nurse with the practice doctorate. The focus of this course is on development and refinement of the leadership skills needed by the nurse practitioner with the Doctor of Nursing Practice (DNP). This course enhances the student's ability to apply theories, standards of practice and evidence-based research to the care of the increasingly complex patients to improve practice and health care delivery across settings. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication, and professional interaction. 4 credit hours

N775 Advanced APN Clinical Residency II

This course is the second of two advanced nursing science residency courses for the preparation of the advanced practice nurse with the practice doctorate.

The focus of this course is on the refinement and synthesis of the leadership skills needed by these advanced practice nurses with the Doctor of Nursing Practice (DNP). This course enhances the students' ability to translate evidence-based research and clinical scholarship to decrease risk and improve health care outcomes for patients. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication, and professional interaction. 4 credit hours

N776 Leadership for Advanced Nursing

This course will assist DNP learners to create a vision for themselves as leaders in healthcare. Course content will focus on the evaluation of theory models and concepts with emphasis on leadership and transformation for application in healthcare. Strategies to address organizational challenges and facilitate system-wide changes will be explored. Special emphasis is placed on the DNP student's professional development as a leader with an understanding of how they (as individual and as member of a healthcare team) will impact the health of specific patients/populations and the healthcare delivery system. 3 credits.

N777 DNP Practicum

The focus of this course is on a mentored experience for professional development and refinement of the leadership skills needed for advanced nursing practice. This course enhances the student's ability to apply theories, standards of practice, DNP essentials, and evidence-based research to the care of the increasingly complex patients to improve practice and health care delivery. 2 credits (runs over two semesters).

N795 Independent/Directed Study

This course is open to DNP students. The goal of independent study is to complement the DNP student's program in a way that helps him/her develop additional knowledge and skills as an advanced practice nurse with a practice doctorate. Plans for study must be submitted in advance of registration on the Independent Study Advance Registration form obtained from the Graduate School of Nursing. The student must meet with the faculty member of record to establish written goals, objectives and evaluation criteria for the independent study. Upon establishing the goals and objectives, the number of credits will be determined by the faculty member in consultation with the DNP program director. The student may take more than one independent study, but no more than six credit

hours may be applied toward the DNP degree. 1 to 6 credits, by arrangement with the faculty.

PhD COURSES

N706 Health Policy for Health Care Professionals

This course prepares students to understand health policy and the complexity of the US health care environment (systems, organizations, financing, delivery). The course will examine and critically analyze the health care system in the U.S. The current major issues and trends, which are the subject of intense public concern and government interest will be examined. Theories of ethics, political philosophy and the social sciences will be discussed in relation to health policy. Health policy frameworks will be analyzed and applied to professional, economic, political and social health care issues. Leadership in evaluation, analysis and implementation of health policies, which affects patients, populations, and health care systems will be emphasized. 3 credits.

N707 Biomedical Informatics

This course offers an overview of the field of biomedical informatics. Concepts from computer and information science are combined with current issues in research, clinical practice, and the use of information systems/technology in health systems and patient care. The course will provide a broad overview of bioinformatics, standards and the use of technology for electronic health records, decision support systems, security including confidentiality, information retrieval, and public health informatics for patient care and consumer health informatics. 3 credits.

N800 History and Philosophy of Nursing Science

This course is designed to prepare students to systematically analyze epistemological, ontological and metatheoretical perspectives in the philosophy of science, while also considering the implications for scientific inquiry, theory development and knowledge development in nursing. 3 credits.

N801 Qualitative Research Methods

The focus of this course is on the use of qualitative research methods to build substantive knowledge to advance nursing science and human health. Selected traditional and emerging qualitative research designs from nursing and other fields will be presented. The philosophical underpinnings and

specific data collection and analysis methods associated with each design are identified, discussed, compared, contrasted, and analyzed. Experiential learning methods and techniques are utilized including observation, interviewing and data analysis. The importance of dissemination is emphasized. Self-reflection on one's personal journey as a researcher is encouraged throughout the course. 3 credits.

N802 Advanced Quantitative Research Methods

The quality indicators for quantitative research designs will be highlighted with emphasis on the appropriateness of purpose, design, sampling methods, data collection, measurement, and data analysis. Threats to internal and external validity will be considered. Design, implementation, management, analysis and dissemination of descriptive, experimental, quasi-experimental, and intervention research will be analyzed. Big data, data science and the future of quantitative nursing research will be explored. 3 credits.

N803 Theory

This course focuses on the critical analysis of theories, concepts, frameworks, and models for research. Emphasis is on analysis, including application of criteria for evaluating concepts in research and theory development. 3 credits.

N804/CTS724 Survey Methods and Measurement in Health Research

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

N808 Critical Health Policy Issues

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

recommendations based on evidence and a reasoned argument.

N810 Doctoral Practicum

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

N812 Health Literacy in Research and Practice

This course focuses on examining and analyzing the concept of health literacy, with an emphasis on the relationship of health literacy to one's ability to manage and optimize their health. The association of health literacy to health disparities and health outcomes will be explored. Challenges in conducting health literacy research and challenges inherent in providing quality care to those with limited health literacy will be examined. Evidence based individual and organizational approaches to mitigate the effects of limited health literacy will be addressed. 3 credits

N813 Research Review and Grant Writing

This course focuses on the science of research reviews and the elements of research grant writing. The practicalities of conducting an integrative review will be emphasized with attention towards specificity of purpose statement, clarity of the research question(s), determination of eligibility criteria, nuances of search strategies, data collection and retrieval of information, quality appraisal of the literature, and synthesis of the findings. The critical elements of a research grant proposal will be explored with a focus on the significance, innovation, approach, and human subject considerations sections. 2 credits.

N814 Genomics for Clinical Practice & Research

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

will be used to illustrate the impact of genetics and genomics on nursing practice and on opportunities for research. 3 credits

N815 Statistical Analysis of Data

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

N816 Scholarly Writing in Nursing and Interprofessional Journals Course

This course prepares the student for the writing, editing, and reviewing skills required for scholarly writing. The student will prepare and submit a scholarly manuscript to a peer-reviewed nursing or interprofessional journal. N816 discusses the key elements of scholarly writing including development a query letter, preparation of a scholarly paper, determination of authorship, and identification of ethical considerations. Strategies of reading critically, synthesis of the literature, use of appropriate vocabulary, and revising the manuscript will be discussed. Each student will engage in peer review of writing summaries and manuscripts.

N819 Advanced Qualitative Research Methods and Analysis

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

N890 Advanced Statistics

This course builds on N815 (Statistical Analysis of Data) to provide more in-depth instruction on practical applications of multivariate data analysis, focusing on statistical issues and techniques that students are likely to encounter in their research.

Topics covered include pre-analysis data screening, assessment of model fit for analysis of variance and covariance (ANOVA / ANCOVA) and linear regression, model selection techniques, repeated measures ANOVA and hierarchical linear models, logistic regression, sample size and power determination, and (time permitting) survival analysis and methods for handling missing data.

N896 Dissertation Seminar I

The purpose of dissertation seminar I is to assist students to identify an important research problem for their dissertation study and execute a literature search strategy that helps them develop a research question that is important for knowledge development in nursing. The seminar provides organized opportunities for students to dialogue about dissertation ideas and present dissertation topics for discussion with peers and faculty. The seminar is designed to augment one-to-one advising that each student receives from his/her dissertation advisor. Participation is required for all students. 1 credit.

N897 Dissertation Seminar II

The purpose of dissertation seminar II is to assist students to advance their dissertation topic. This will be done by working with students to refine their research questions, identify appropriate theories to guide their area of inquiry, valuing the peer review process and working to synthesize the literature. The seminar provides organized opportunities for students to dialogue about dissertation ideas, theories, and work in development with peers and faculty. This seminar is designed to augment one-to-one advising that each student received from his/her dissertation advisor. Participation is required for all students. 1 credit

N898 Dissertation Seminar III

The purpose of dissertation seminar III is to assist students to sustain momentum in the completion of a written dissertation proposal. The seminar provides regular, organized opportunities for students to dialogue about their dissertation proposal in development, conduct peer reviews, and consider human subject issues related to their planned study. This seminar is designed to augment one-to-one advising that each student receives from his/her dissertation advisor. Participation is required for all students. 1 credit.

N899 Dissertation Credits

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

N900 Continuing Registration

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

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

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