



GRADUATE SCHOOL OF NURSING

2016-2017 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
Dean of Graduate School of Nursing

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. Subtrack 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.

UMASS WORCESTER	
<i>The Learning Community</i>	
Faculty (including voluntary)	3,022
Basic science full and part-time faculty	331
Clinical full and part-time faculty	2,522
Nursing full and part time faculty	169
<i>School of Medicine</i>	
MD 486	
MD/PhD Students	32
Alumni	3,583
<i>Graduate School of Biomedical Sciences</i>	
PhD students	319
MD/PhD students	32
Clinical and Population Health Research students	20
Master of Science in Clinical Investigation students	8
Alumni	586
<i>Graduate School of Nursing</i>	
MS Students	33
Graduate Entry Pathway students	33
PhD students	26
Doctor of Nursing Practice students	89
Alumni	993

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.

Learn more about Commonwealth Medicine at www.commed.umassmed.edu.

Community Outreach

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

GSN students, along with School of Medicine students who are part of the UMass Worcester International Health Interest Group, participate as part of an interprofessional team in the Dominican Republic (DR) Mission, an annual medical service trip. Students work in medical teams along with interprofessional faculty clinicians, providing mobile clinics for immigrant workers in rural villages. Each small team cares for approximately 100 patients each day. In addition to the mobile clinics, students organize educational sessions in the villages and discuss issues pertaining to women and children's health and preventive care, particularly ways to reduce the spread of infectious disease. The DR Mission is hosted by the Good Samaritan Foundation, an organization that for more than 20 years has served Haitian immigrants working in sugar cane fields near the city of La Romana.

GSN goals are consistent with the Massachusetts Department of Higher Education (DHE) Nursing Initiative, which also addresses numerous academic and workforce issues. We are fortunate to have Dean Paulette Seymour Route represent UMass Worcester on the DHE Nursing Advisory Committee.

The HIV Education and Prevention Project is a collaborative effort undertaken by GSN faculty Carol Jaffarian, MSN, and Carol Bova, PhD, on behalf of UMass Worcester and the Armenian Relief Society. The World AIDS Foundation has provided funding support enabling them to conduct nursing research in Armenia for HIV needs assessment and education. Ms. Jaffarian is also an executive committee member appointed to the United Nations Non- Governmental Organization (NGO) Committee on HIV/AIDS.

Graduate Student Nursing Organization (GSNO)

The purpose of the Graduate Student Nursing Organization (GSNO) is to foster communication, coordination and continuity among graduate students and the administration and faculty of UMW, the GSN and the University of Massachusetts community. Membership includes all full and part-time students enrolled in the GSN. The GSNO has also become involved with interprofessional offerings at UMW, connecting with students from the School of Medicine and the Graduate School of Biomedical Sciences. The GSNO and GSN students are involved in many service-related initiatives including the DR Mission trip, the UMass Medicine Cancer Walk, volunteer opportunities in local health care clinics, community refugee work and international relief missions.

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.

Lamar Soutter Library

The Lamar Soutter Library is the physical and virtual center for information resources at UMass Worcester. These resources include access to more than 5,000 online journals, as well as access to major biomedical electronic databases and to a comprehensive collection of both print and electronic books. In addition to standard medical resources, the Lamar Soutter Library also houses a Humanities in Medicine collection, a Women in Medicine collection and a History of Medicine collection, as well as rare books and the archives of the institution.

Members of the library staff are intrinsically immersed in the curriculum of the school, supporting students' knowledge of utilizing and analyzing highest quality medical information. Instruction offered by the library includes the use of online bibliographic management tools, seminars in Evidence-Based Medicine and workshops in effective ways to locate and retrieve resources needed for both scientific and clinical work.

The library's computer area includes more than 100 workstations for access to word processing and spreadsheets, and to the library's electronic resources via the internet. The library's electronic resources are available off-campus to UMW students and faculty via proxy.

The Lamar Soutter Library is one of eight regional resource libraries affiliated with the National Library of Medicine. In addition, the library participates in a number of consortial agreements that greatly expand the availability of resources for students. The library also takes an active role in community information outreach in our role as the only public medical library in Massachusetts, and serves as the library for the school's clinical partner, UMass Memorial Health Care. Centrally located on the UMW campus, the library also serves as a gathering place for cultural activities such as employee and student art exhibits, book readings and guest lectures.

Standardized Patient and Interprofessional Experiential Learning and Simulation Programs

The Interprofessional Center for Experiential Learning and Simulation called iCELS at UMass Medical School provides state-of-the-art simulation to meet the educational needs of our academic health sciences center, for the benefit of our students, faculty, learners, staff, patients and our communities. UMW has long used patient simulation as an essential component of its academic and clinical training.

Established in 1982 originally as the Standardized Patient Program (SPP), iCELS provides exemplary simulation development, programming, and research for medical, nursing and clinical professionals. Hands-on simulation experiences can build bridges among disciplines and transform health sciences education and practice.

iCELS staff work collaboratively with instructors to design, implement, and assess clinical simulations as we serve the educational needs of UMass Medical School—and offer state-of-the-art simulation technologies and support to New England's clinical and professional health care workforce. iCELS reflects the environment fostered at our academic health sciences center—innovation and excellence in education, basic and translational research and patient-centered care. UMW standardized patients number more than 100, and represent some of the best in the country.

The iCELS vision is to be the simulation hub for excellence in education, training, research and innovation, serving our campus, clinical partner, affiliates and the greater Worcester and Central Massachusetts community. As a campus-based, community-wide resource, the iCELS brings together a diverse array of teachers and learners, forging new partnerships

that will build a community of simulation talent and expertise at UMMS and beyond. Our working model of interprofessional education creates the ideal learning environment for promoting patient safety and advancing quality care through experiential learning and team-based teaching, training and practice. The ideal learning environment of iCELS will foster learner centered teaching, life-long learning through deliberate practice; robust performance-based assessment and the special opportunity to learn in safe and risk-free setting.

With the flexibility to simulate clinic rooms, inpatient facilities, disaster sites, and other health care settings, the interprofessional Center for Experiential Learning and Simulation (iCELS) is a resource for creating cutting edge teaching and assessment experiences. Housed in the Albert Sherman Center on the UMass Medical School Campus in Worcester, Mass., the two-floor, 24,000 square-foot iCELS facility offers:

- 20 clinic exam rooms furnished with ambulatory care equipment and supplies
- Four large simulation scenario rooms that can be set up in various ways to mimic clinical and/or emergency situations
- Clinical skills lab with 11 beds/stations with an array of patient care equipment and supplies and three stations with wall mounted air/suction
- Technical skills lab features separate wet and dry lab space to provide training modalities from wet tissue to virtual reality
- Video capture and playback throughout the center
- High-fidelity simulators
- Task trainers
- Clinical equipment
- Virtual trainers

Our technology-infused space is supported by CAE [LearningSpace](#), a comprehensive audiovisual and center management system. CAE LearningSpace integrates the captured audio, video and performance data in a web-based format. Instructors and students can view videos and data both onsite and remotely for immediate debriefing and ongoing feedback.

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.

Diversity and Student Affairs

The Offices of Student Affairs and Diversity and Equal Opportunity work collaboratively to ensure a supportive environment that is consistent with UMW values and conducive to preparing nursing students to serve diverse populations and relate to a global society. Diversity is promoted within our institution to foster an atmosphere of compassion, civility and mutual respect, stimulating inventiveness and broadening our talents and perspectives. To that end, we seek to nurture the academic, professional and social lives of all of our graduate students and especially those from racial groups that are underrepresented in health care and our GLBT students. The support includes advising, coaching and assisting with academic achievement, social and personal issues. Students are encouraged to participate in professional conferences along with UMW faculty. Through UMW-sponsored networking events and Mentoring Circles Program, students, faculty and residents work to build an inclusive culture by leveraging differences.

Accommodations for Students under the Americans with Disabilities Act

According to the Americans with Disabilities Act (ADA), a disability is defined as an impairment that substantially limits one or more of the major life activities of an individual; a record of such an impairment; or the perception that one has

such an impairment. UMW is firmly committed to providing full access to individuals with disabilities. In so doing, UMW intends to fully comply with the Americans with Disabilities Act (ADA) of 1990 and Equal Employment Opportunity Commission guidelines. Students who avail themselves of the ADA will not be related with prejudice or adversity. The Office of School Services, working in collaboration with the Diversity and Equal Opportunity Office (DEOO), coordinates all student disability issues. The Vice Provost for School Services serves as the ADA Student Coordinator. Once admitted, the student with a disability, requesting academic accommodations in writing and the student is responsible for notifying the ADA Student Coordinator providing appropriate documentation of the disability. A student may request accommodations at any time during matriculation. All requests for accommodations are reviewed and acted on by the Academic Accommodations Committee. It is always the student's choice whether or not to accept any recommended accommodation. Confidentiality is a strict practice of the Academic Accommodations Committee. Students may be referred to the Academic Accommodations Committee by course coordinators or Academic Evaluation Boards for analysis of the academic difficulty and its possible relationship to a disability. Accommodation under ADA will not be in conflict with the fundamental nature of the academic programs of UMW. Learn more at www.umassmed.edu/schoolservices/ada.aspx.

Appropriate Treatment of Students Policy

The University of Massachusetts Worcester (UMW), in accordance with its mission statement and operating principles, and as required for accreditation by the Liaison Committee for Medical Education (LCME), has developed this policy to help ensure the appropriate treatment of students (ATS). This procedure is specifically required for the accreditation of the School of Medicine, and has also been approved by the deans of the Graduate School of Biomedical Sciences, Graduate School of Nursing, Graduate Medical Education, and Office for Postdoctoral Scholars. To the extent possible, it is the policy of UMW to provide a learning environment that fosters mutual trust and understanding between teachers and students. When all participants in the educational process at UMW understand and uphold the standards of appropriate treatment of students, the environment enhances teaching, learning and professional development, to the benefit of all. Inappropriate treatment occurs when the behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. It can take the form of physical punishment or threat, sexual harassment, psychological cruelty, and discrimination based on race, color, creed, religion, gender, age, sexual orientation, gender identity and expression, genetic information, national origin, covered veteran status, disability, ancestry or any other characteristic protected by law. Please note that separate school wide policies are in place covering sexual harassment, consensual amorous relationships and discrimination based on protected- class status.

For more information, including definitions, policies and procedures for reporting inappropriate treatment, students are encouraged to contact the DEOO <http://www.umassmed.edu/deoo/index.aspx>

The DEOO is responsible for coordination and monitoring of ATS complaints, for training faculty members to serve as resource persons for students with ATS-related inquiries and concerns, and for ongoing oversight and periodic review of the training process.

Student Counseling Service

Student Counseling Services (SCS) provides counseling, psychotherapy, assistance with stress management and educational programs on emotional well-being for students. Students come to SCS seeking personal growth and greater self- understanding as well as healthier psychological functioning. Many students using the service want to cope more effectively with difficult or stressful academic situations, while others seek counseling to deal with broader life issues. Some students come because of more serious, troublesome and/or chronic difficulties in their lives. Others are beginning to address health and wellness issues. SCS maintains strict standards of privacy and confidentiality. The service cost is covered by the prepaid Student Health Plan (SHP) fee.

Student Health Services

The Student Health Service (SHS) seeks to preserve and maintain the health of students while they are at UMW by providing up-to-date health screening programs as well providing routine health care for many of the students.

SHS maintains a dedicated Web site for all student health issues, including information on blood borne pathogen exposures, insurance plan, upcoming flu or TST clinics, and all SHS policies as well as access to all health clearance forms. The Student Health Service is located in a building adjacent to the Medical School and hospital.

Students may choose a primary care provider at SHS or off campus, including their current provider, with approval of the SHS director. Hours of operation are 8 a.m. to 5 p.m. Monday through Friday, with 24/7 coverage available through the hospital's emergency room.

The Student Health Plan (SHP) is the administrative entity funded by the mandatory student health fee, providing routine primary health care coverage to students under the direction of physicians or nurse practitioners. With an additional fee, students may elect to have their immediate family members (i.e., spouse, children) covered under the SHP. Students are covered by the SHP during their period of enrollment, from registration through Aug. 31 of the following school year. A brochure describing the plan and its services is available through the Student Health Service. The University requires all students to carry supplemental insurance to cover specialty consultations, diagnostic evaluations and inpatient services. Such a policy may be purchased either through the University or privately.

Food Services

The cafeteria and dining room are located on the first floor of UMass Memorial Medical Center– University Campus, which is contiguous to UMW. The menu features a variety of selections, including a large salad bar, deli bar, grill, soups, entrees, snacks, pastries and beverages. In addition, a second cafeteria is located in the Albert Sherman Center.

Campus Bookstore

Located in the Medical School building lobby, the campus bookstore is open Monday through Friday from 7:45 a.m. to 4 p.m. The bookstore offers all required text and reference books (at a 5 percent discount with no tax charged) for the School of Medicine, Graduate School of Biomedical Sciences and Graduate School of Nursing. Books not in stock may be ordered through the store at www.umassmed.edu/bookstore. Trade books, school clothing, school insignia items, medical instruments, school supplies, magazines and a variety of snack foods are available. The bookstore also offers UPS shipping services.

Housing and Transportation

Graduate School of Nursing students reside in the local community or commute, as housing facilities are not available on campus. Bus transportation to the campus is available via several routes. Those who wish to park on campus are required to register with the Office of Public Safety and pay an annual parking fee.

UMASS MEMORIAL HEALTH CARE

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.

As the region's tertiary referral center, UMass Memorial Medical Center offers a full complement of advanced technology and support services, providing the region with a broad range of specialists renowned for their expertise in clinical areas, including the Centers of Excellence—heart and vascular, cancer, musculoskeletal and diabetes—as well as emergency medicine, surgery, women's health and children's medical services.

UMass Memorial Medical Center is a 781-licensed-bed facility on three campuses: Hahnemann, Memorial and University. UMass Memorial Medical Center records 134,000 visits at its two emergency departments located on the University and Memorial Campuses. The Medical Center is also the region's transplantation center and provides liver, kidney, pancreas and bone marrow transplantation.

Clinical services are focused on radiation therapy and cancer care, neurology, trauma and critical care, psychiatry, surgery and advanced cardiovascular care. The Heart and Vascular Center of Excellence provides integrated, patient-centered heart and vascular care by using the latest research and technology available in cardiovascular medicine and surgery. UMass Memorial Medical Center is the number one hospital in Massachusetts five years in a row for heart survival according to the U.S. Center for Medicare and Medicaid Services.

The Weight Center provides medical and multidisciplinary support services in the specialty of bariatric medicine, including gastric bypass surgery, behavioral therapy and comprehensive follow-up care for weight management. The Children's Medical Center provides extensive services, including an internationally recognized newborn intensive care unit, orthopedics, gastroenterology, neurology, pulmonology, oncology and surgery, the only pediatric intensive care unit in Central Massachusetts, and the Child Protection Program, providing evaluations of children for suspected abuse, neglect and maltreatment. The Children's Medical Center is accredited by the National Association of Children's Hospitals and Related Institutions, a designation that identifies it as a facility delivering exceptional care to children.

The Duddie Massad Emergency and Trauma Center on the University Campus, the region's only Level I trauma center, is the home base of Life Flight, New England's first hospital-based air ambulance and the only emergency helicopter service in Central Massachusetts. Since its founding in 1982, Life Flight has become one of the busiest single-aircraft services in the country, with more than 27,000 patient flights. The Duddie Massad Emergency and Trauma Center provides training and consultation to providers and appoints medical directors for area towns' emergency medical services. UMass Memorial also sponsors the Disaster Medical Assistance Team – Massachusetts (DMAT-MA2), a volunteer group of professional and paraprofessional medical personnel who augment local medical efforts and provide emergency medical care during a disaster or other adverse event.

The University Campus is the site of the Ambulatory Care Center (ACC), offering a unique complement of state-of-the-art patient care clinics and translational research programs in a seven-story, 258,000-square-foot building. The ACC provides convenient access to outpatient services for cancer, diabetes, heart and vascular, orthopedics and to diagnostic testing services.

The Memorial Campus is a leading provider of acute care services in the greater Worcester area and offers a broad array of primary, secondary and tertiary care services. The maternity center delivers more than 3,900 babies a year, more than any hospital in the region. It is the regional referral center for women with high-risk pregnancies, and it provides the region's only Level III Newborn Intensive Care Unit, a 49-bed unit providing the most advanced life-saving care for fragile infants. The Levine Ambulatory Care Center on the Memorial Campus is the site of the New England Hemophilia Center and provides cancer services, including radiation oncology, gynecological oncology and infusion treatments. The Department of Urology is also located on the Memorial Campus with clinics in the Levine Ambulatory Care Center. The full spectrum of urologic care is offered including cancer care, infertility, stone disease and robotic surgery. The Levine Center is also the hub for the Medical Center's pre-surgical evaluation services.

In addition, the Spine Center and the Arthritis and Joint Replacement Center, also located on the Memorial Campus, provide a full spectrum of multidisciplinary care for orthopedic patients, including arthroscopic and open surgery for injury and orthopedic disease. Cardiologists also see patients for routine visits and diagnostic testing.

The Hahnemann Campus is home to the Medical Center's day surgery services, including orthopedic (hand) and cosmetic surgery, as well as sports medicine, eye care and dermatology services. The Hahnemann Family Health Center is located at Hahnemann and is recognized by the National Committee for Quality Assurance as a Level 3 Patient Centered Medical Home.

Value	Statement
Academic Opportunity	Provide high quality, affordable education programs for professional and advanced practice nurses, educators, scientists, and leaders in an environment that fosters personal & professional development within the nursing community.
Collaboration	Fostering effective interprofessional partnerships with multi-cultural communities, families and individuals, and clinical and educational organizations.
Human Dignity, Respect, Altruism	Respect the dignity and diversity of all individuals while engaging in practice, research, and education for the benefit of others.
Integrity, Self-regulation, & Autonomy	Embrace the ANA Code of Ethics for nurses in practice, research, and education to preserve the autonomy and integrity of the nursing profession and those we serve.
Quality	Excellence in achieving the highest quality standards in patient care and satisfaction, education, and research.
Scientific Advancement	Create, translate, integrate, and apply the science of nursing through evidence-based practice to improve the quality of life and health outcomes for individuals and families.
Service	Foster initiatives to promote health and social justice to provide care and advocacy for vulnerable populations.

ACADEMIC PROGRAMS AND PATHWAYS

The Graduate School of Nursing offers doctoral degrees, master's degrees and post masters certificates, preparing registered professional and advanced practice nurses within nurse practitioner and nurse educator tracks for clinical practice, faculty, research and other nursing leadership positions. Specialties are 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.

Programs:

- Doctor of Nursing Practice Program
 - Graduate Entry Pathway (for non RNs)
 - Adult-Gerontology Acute Care NP
 - Adult-Gerontology Primary Care NP
 - Family Nurse Practitioner
 - Bachelor's of Science in Nursing to DNP
 - Adult-Gerontology Acute Care NP
 - Adult-Gerontology Primary Care NP
 - Family Nurse Practitioner
 - Post Master's to DNP Pathway
- PhD in Nursing Program
 - Graduate Entry Pathway to PhD
 - Bachelor's to PhD
 - Master's to PhD
- Master's of Science in Nursing Program
 - Nurse Educator
- Post Master's Certificate
 - Adult-Gerontology Acute Care NP
 - Adult-Gerontology Primary Care NP
 - Nurse Educator

NUMBER OF YEAR TO COMPLETE EDUCATIONAL PROGRAMS

It is expected that students admitted into the Graduate School of Nursing will complete graduation requirements within a specified number of years (not counting time away for an approved leave of absence) depending on their specific educational program as noted below.

Program's	Maximum years of enrollment for degree completion
GEP to DNP	8
BSN to DNP	7
MS to DNP	5
MS to PhD	5
GEP or BS to PhD	6

DOCTOR OF NURSING PRACTICE PROGRAMS

The Doctor of Nursing Practice (DNP) program, established in 2008, is designed to prepare graduates as nurse practitioners (NPs) and nurse practitioners and nurse administrators at the post master's level as advanced nursing practice leaders for careers in clinical practice with diverse populations, organizational and systems leadership in health care systems, and clinical nursing education. The program produces advanced practice nurses and provides education to nurse practitioners and administrators as a practice doctorate with the skills to apply principles of population health outcomes and evidence-based practice for improvement and transformation of patient care to clinical situations as interprofessional team members. Graduates are leaders with expert knowledge of practice and administration who will lead and improve nursing practice in Worcester, the commonwealth and beyond.

DNP Summary of Study

The program of study focuses on theory courses and residency experiences and represents a 128 (adult-gerontology acute or primary care NP tracks) or 132 (family NP track) credit curriculum for GEP to DNP Track; a 78 (adult-gerontology acute or primary NP tracks) or 82 (family NP track)-credit curriculum for BS to DNP; and, a 40-credit curriculum for the Post-Master's DNP Track. The DNP program includes the advanced practice track curriculum component of the accelerated program (see GEP track descriptions). In addition, GEP to DNP, BS to DNP and Post Master's DNP tracks consist of 22 credits of core courses including epidemiology, informatics, health policy, organizational systems, research and theory; and 18 track credits including residency courses, capstone project courses and electives. Students are also required to successfully complete a professional portfolio. The DNP program is an academically challenging one; therefore, full-time employment while in the program is not recommended.

DNP Residency

The focus of the DNP residency courses is the development and refinement of leadership skills. Experiences enhance each student's ability to apply theories, standards of practice and evidence-based research findings to the care of increasingly complex patients, leading to improved practice and health care delivery. Each student works with his/her faculty advisor to select a residency practicum site that facilitates the development of leadership skills and completion of the capstone project.

DNP Capstone Project

Each DNP student is required to develop, implement, and evaluate a capstone project that translates research into practice. No student is exempt from this requirement. The capstone project includes three courses or six credits for the development, implementation and evaluation of the project. The student conducts the capstone project under the mentorship of his/her faculty advisor. Each student is expected to complete an oral presentation of the capstone project and to submit a scholarly paper to a peer-reviewed journal.

Professional DNP Portfolio

The focus of the professional DNP portfolio is to demonstrate the attainment of the DNP competencies established by the National Organization of Nurse Practitioner Faculties or the American Organization of Nurse Executives through formative and summative documentation. Each student must successfully meet the requirements of their professional portfolio prior to completing the DNP program.

Doctor of Nursing Practice Pathways

The DNP prepares students for leadership roles as nurse practitioners or nursing administrators. The curriculum is designed to educate students to improve and transform health care through systems leadership, research translation and advanced clinical knowledge.

The GSN offers three pathways to the DNP:

- **GEP to DNP Program**
- **Bachelor's to DNP Program**
- **Post-Master's to Program**

The Post-master's to DNP offers advanced nursing leadership role preparation for entering Nurse Practitioners and Nurse Administrators.

GRADUATE ENTRY PATHWAY TO THE DNP DEGREE

The Graduate Entry Pathway (GEP) is designed for applicants who have a bachelor's degree in a field other than nursing, who are not registered nurses and who seek a clinical practice doctorate as a DNP in nursing to become a nurse practitioner. The GEP to DNP Program is a full-time program lasting a minimum of 4 years that:

- prepares professional nurses for generalists as entry-level practice through initial licensure by examination in Massachusetts as a registered nurse;
- establishes the foundation for competent professional practice as a registered nurse with a requirement of 1000 RN practice hours by graduation; and equips students for studies in a track area in the Master of Science in Nursing program.
- GEP graduates receive a DNP.

Nurse Practitioner Track Outcomes

Consistent with the outcomes of the master's program and upon completion of these nurse practitioner tracks, graduates will be able to use critical thinking, communication, therapeutic intervention and professional role interaction to:

- synthesize knowledge from the biological, psychological, social and nursing sciences as a foundation for advanced practice nursing as an adult-gerontology primary care, adult-gerontology acute care and/or family nurse practitioner;
- assess, intervene and evaluate the responses of patients to acute, chronic and/or critical health/illness states over time in a variety of settings as an adult-gerontology primary care and/or adult-gerontology acute care nurse practitioner;
- utilize the standards of practice and evidence-based literature in the provision of patient care, based on critical analysis and evaluation of theory and research from nursing and related disciplines;
- implement both the direct care and core competencies of the adult-gerontology primary care, adult-gerontology acute care and/or family nurse practitioner role in interprofessional health care settings;
- assume clinical leadership in health care delivery systems, health policy organizations, and local and national nursing organizations;

- analyze the effect of developmental, economic, cultural, epidemiological, social, political, ethical, legal and spiritual trends influencing the care of children, adults and elders;
- participate in research and other scholarly activities related to clinical nursing; and
- Embrace life-long learning through participation and leadership in professional development

GEP Year One Outcomes

Consistent with the terminal outcomes of the DNP in Nursing program, upon completion of Year One of the Graduate Entry Pathway, students will be able to:

- think critically for the purposes of exercising evidence-based clinical judgment and making ethical decisions;
- provide clinical nursing care using the core competencies and knowledge of a professional registered nurse;
- communicate effectively with individuals, families and communities of diverse backgrounds and with colleagues in other professional disciplines;
- demonstrate leadership skills to enhance health care delivery and promote professional nursing; and exemplify the personal and professional values and characteristics consistent with the professional nursing role.

GEP Summary of Study

GEP Year One: Pre-licensure Component

The academic calendar runs from mid-August to the end of July. During this period, students complete the courses and clinical experiences required for licensure as a registered nurse. Upon successful completion of pre-licensure requirements and enrollment in the subsequent 500- and 600-level courses in the first part of the GEP Year Two, the GSN will issue qualifying students a Certificate of Completion so that they may sit for the National Certification Licensing Examination for Registered Nurses (NCLEX-RN). The Certificate of Completion is not the equivalent of an academic degree, and is awarded in the Commonwealth of Massachusetts only to students who are enrolled in a graduate degree program.

GEP Year Two

Students transition into NP and DNP coursework. In the fall semester, in addition to 600 and 700 level graduate courses, GEP students take NG603C Interprofessional Population Health Clerkship. In the spring semester, GEP students also take NG522 Transition to Professional Nursing.

GEP Year Three-Four

In the final years of the GEP to DNP program, the plan of study will involve course work in the NP track concentration and DNP related coursework including DNP Capstone and leadership practicum experience.

GEP students are expected to complete 1,000 hours total (500 hours is required prior to the start of the clinical year in year 3) of work as a registered nurse before the end of their final semester in addition to their required clinical practica.

GEP Nurse Practitioner Tracks

Students in the Graduate Entry Pathway are eligible for entry into the track component of the DNP program, given successful completion of prerequisite coursework.

The DNP tracks available to GEP students are:

The Adult-Gerontology Primary Care Track

The Adult-Gerontology Primary Care (AG-PCNP) NP track prepares advanced practice nurses to function in ambulatory or community-based settings as an adult-gerontology primary care nurse practitioner. The focus of the track is on the

delivery of primary care to the individual within the context of the family and community. The direct role component includes the management and delivery of care for adult-older adults with common episodic or chronic health problems, and the core competencies emphasizing teaching, consultation and research. Graduates of this track are eligible to take the Adult- Gerontology Primary Care Nurse Practitioner certification examination prepared by an approved national organization as accepted by the Board of Registration in Nursing and to apply to practice in the expanded role in Massachusetts or other states based on regulatory guidelines.

Adult-Gerontology Acute Care Nurse Practitioner Track

The Adult-Gerontology Acute Care (AG-ACNP) track prepares advanced practice nurses to function in acute or critical care areas as an adult-gerontology acute care nurse practitioner. This track focuses on the direct role component, including the management and delivery of care to acutely ill adult- older adult patients, as well as the core competencies emphasizing teaching/coaching, consultation and research. Graduates of this track are eligible to take the Adult-Gerontology Acute Care Nurse Practitioner certification examination prepared by an approved national organization as accepted by the Board of Registration in Nursing and to apply to practice in the expanded role in Massachusetts or other states based on regulatory guidelines.

Family Nurse Practitioner Track

The Family Nurse Practitioner (FNP) track prepares advanced practice nurses to function in ambulatory or community-based settings as a family nurse practitioner. The focus of the program is on the delivery of primary care to the individual within the context of the family and community. The direct role component includes the management and delivery of care to children and adults with common episodic or chronic health problems, and the core competencies emphasizing teaching, consultation and research. Graduates of this track are eligible to take the Family Nurse Practitioner certification examination prepared by an approved national organization as accepted by the Boar states based on regulatory guidelines.

GEP Year 1 to DNP Curriculum = 50 total credits								
Fall Semester Year One			Spring Semester Year One			Summer Session Year One		
NG508	Pharmacology For Nursing I	2cr	NG509	Pharmacology for Nursing II	1cr	NG519A	Nursing IV: Clinical Capstone: Leadership and Management	3cr
NG510	Concepts in Professional Nursing	2cr	NG512	Biomedical Sciences II	2cr	NG519B	Nursing IV: Clinical Capstone: Internship	7cr
NG511	Biomedical Sciences I	3cr	NG514	Health Assessment and Skills II	1cr			
NG513	Health Assessment and Skills I	3cr	NG517A	Nursing II: Care of Persons with Acute and Chronic Conditions	5cr			
NG516A	Nursing I: Care of Persons with Acute and Chronic Conditions	5cr	NG517B	Nursing II: Clinical Care of Persons with Acute and Chronic Conditions	3cr			
NG516B	Nursing I: Clinical Care of Persons with Acute and Chronic Conditions	5cr	NG518A	Nursing III: Care of the Childbearing and Child Rearing Family	5cr			
			NG518B	Nursing III: Clinical Care of the Childbearing & Child Rearing Family	3cr			
DNP Year One to Three Curriculum Total Academic Credits 76 adult NP tracks/79 family NP track								
Fall Semester Year One			Spring Semester Year One			Summer Session Year One		

N603A Societal Trends & Population Health 3cr	N603B IP Community Service Learning Practicum (continues from Fall) 1cr	N715 Analytical Foundations of Practice Inquiry 3cr
N603B IP Community Service Learning Practicum (goes Fall through Spring) IP	N615 Advanced Health Assessment 3cr	N708 Organizational Systems & Health Care Financing 3cr
603C Population Health Clerkship 3cr	N614 Advanced Pharmacotherapeutics 3cr	N659 Adv. Nursing Science: I Maternal & Child Health (FNP track only) 3cr
N613 Advanced Pathophysiology 3cr	N704 Epidemiology 3cr	
N604 Translating & Integrating Scholarship Into Practice 3cr	N723 Quality & Safety in Health Care Organizations 3cr	
N719 Genetics, Genomics, Pharmacogenomics 3cr	N522 Transitions Course 1cr	
N522 Transitions Course (in Progress)		
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 9cr	N731A/B Adv. Nursing Science: Adult Gerontology Primary Care Nurse Practitioner Theory II & Clinical Practicum II 9cr	N731C Adv. Nursing Science: Adult Gerontology Primary Care Nurse Practitioner Clinical Practicum III 1cr
<i>or</i>	<i>or</i>	<i>or</i>
N740A/B Adv. Nursing Science: Adult Gerontology Acute Care Nurse Practitioner Theory I & Clinical Practicum I 9cr	N741A/B Adv. Nursing Science: Adult Gerontology Acute Care Nurse Practitioner Theory II & Clinical Practicum II 9cr	N741C Adv. Nursing Science: Adult Gerontology Acute Care Nurse Practitioner Clinical Practicum III 1cr
<i>or</i>	<i>or</i>	<i>or</i>
N760A/B Adv. Nursing Science: Family Nurse Practitioner Theory II & Clinical Practicum I 9cr	N7601/B Adv. Nursing Science: Family Nurse Practitioner Theory III & Clinical Practicum II 9cr	N761C Adv. Nursing Science: Family Nurse Practitioner Clinical Practicum III 1cr
N730C N740C N760C Health Promotion & Disease Prevention Seminar (IP) 1cr	N730C N740C N760C Health Promotion & Disease Prevention Seminar 1cr	N710 Clinical Scholarship & Analytical Methods 3cr
N709 DNP Scholarly Project Proposal A (IP = in progress) 1cr	N709 DNP Scholarly Project Proposal B 1cr	N709 DNP Scholarly Project Proposal C 1cr
	N770 Leadership for Advanced Practice 3cr	
Fall Semester Year Three	Spring Semester Year Three	
N707 Biomedical Informatics 3cr	N771 DNP Practicum 2cr	
N706 Health Policy for Health Care Professionals 3cr	N772 DNP Scholarly Project : Evaluation 2cr	
N771 DNP Practicum (IP) 1cr	*N774 DNP APN Practicum II (*optional course or may take specialty optional course) 2cr	
N772 DNP Scholarly Project: Implementation 2cr		
*N774 DNP APN Practicum I (*optional course or may take specialty optional course) 1cr		
NXXX Elective 3cr		

SPECIALTIES (Optional)

UMass Worcester (UMW) GSN students are eligible to be enrolled in one of the optional UMass Worcester GSN specialties. A specialty consists of 2 three-credit didactic courses and clinical practicum(s). (Exception is Nurse Educator specialty). Students must take the coursework in order to be eligible for the 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 Of the specialty. 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

N/NG685 Living with Chronic Conditions & Terminal Illness	3 credits
N/NG686 Advanced Practice Oncology Nursing	3 credits
N/NG686B 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

N/NG681 Advanced Practice Cardiovascular Nursing I	3 credits
N/NG682 Advanced Practice Cardiovascular Nursing II	3 credits
N/NG682B 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

N/NG643 Advanced Practice Critical Care Nursing I	3 credits
N/NG644 Advanced Practice Critical Care Nursing II	3 credits
N/NG643B 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

N/NG620 Advanced Nursing Science: Teaching and Curriculum Development for Nurse Educators	3 credits
N/NG623 Advanced Nursing Science: Identifying and Measuring Outcomes for Nurse Educators	3 credits

Note: Permission of instructor is required for consideration of an independent study clinical component for this specialty.

ADMISSION TO THE GEP TO DOCTOR OF NURSING PRACTICE PATHWAY

Students who wish to be considered for admission to the GEP to Doctor of Nursing Practice pathway must submit their application online via NursingCAS (Centralized Application Service). The link is on the Graduate School of Nursing Web site www.umassmed.edu/gsn. The GSN applications will be considered as soon as they are complete. Qualified applicants will be contacted by the admissions office to schedule an interview. Applicants are reviewed individually on the basis of previous academic achievement, Graduate Record Examination (GRE) scores, professional experience and personal attributes.

Application

Applications to the GEP to Doctor of Nursing Practice program will be considered when all of the following have been received (see NursingCAS instructions for details on completing application).

<http://www.umassmed.edu/PageFiles/25448/NursingCASInstructionsfortheUniversityofMassachusettsWorcester.pdf>

- completed application form, including two personal statements:
- non-refundable application fee made payable to the University of Massachusetts GSN, GSN checklist and notarized proof of residency to be mailed directly to the Graduate School of Nursing; these forms can be found on the GSN website follow this link: <http://www.umassmed.edu/gsn/prospective-students/gep/>
- official transcripts from all colleges and universities attended sent directly to NursingCAS; (see NursingCAS instructions)
- Acceptable results on the GRE revised General Test (Verbal Reasoning, Quantitative Reasoning, and Analytical Writing). Applicants whose native language is not English must supply their Test of English as a Foreign Language (TOEFL) results. (see NursingCAS instructions)
- three letters of recommendation from people with whom the applicant has been in contact within the last five years (see NursingCAS instructions)
- current resume including work experience, education, professional activities, and publications of scholarly writing; (see NursingCAS instructions)

Qualified applicants will be admitted on a space- available basis.

Prerequisites

Applicants must have:

- evidence of bachelor's degree in another field or discipline with a 3.0 or higher GPA;
- Completed Anatomy & Physiology 1 & 2 with Lab, Microbiology with Lab, Human Growth and Development across the life span, collage level statistics and Nutrition course.
- proof of current CPR Certification for Health Providers (BLS) by the American Heart Association after acceptance;
- Computer competence at the user level, including file management and word processing; and proficiency in reading and writing in the English language.

BSN to DNP Pathway

The BSN to DNP Program is designed to prepare advanced practice nurses with a practice-doctorate degree as adult-gerontology primary care, adult- gerontology acute care nurse practitioners, or family nurse practitioners. The graduates synthesize and integrate knowledge from the biological, psychological, social and nursing sciences. They also analyze the effect of developmental, economic, cultural, epidemiological, social, political, ethical, legal and spiritual factors influencing the care of patients with an emphasis on vulnerable and diverse populations. The graduates assess, intervene, and evaluate the responses of patients to health/illness states by applying the track competencies of advanced practice. They apply the standards of practice and evidence-based literature to make cost-effective clinical judgments in the context of quality patient outcomes. The graduates also manage health/illness care as a member of an interdisciplinary team implementing preventive and population-based health care in institutions and communities. As advanced practice nurses, they provide clinical leadership within the context of social, economic, political, legal, cultural and ethical forces that affect health care delivery, health policy and professional nursing practice. They contribute to the scholarly advancement of the nursing profession through education, research and clinical practice. The graduates embrace life-long learning through participation and leadership in professional development.

The Pre-Graduate Option

The Pre-Graduate Option into the Doctor of Nursing Practice program is designed for applicants who are registered nurses with an associate's 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 Pre-Graduate Option does not assign credit equivalencies to the prerequisite coursework because this track does not grant a bachelor's degree in nursing. Instead, the Pre-Graduate Option grants exemptions for the specific graduate DNP program admission requirement of a bachelor's degree in nursing. Accepted students are required to take NG519A Nursing IV: Clinical Capstone: Leadership and Management and NG 603C IP Population Health Clerkship if they have not done so already. See the Doctor of Nursing Practice Program for further information about the program's curriculum, outcomes, tracks and specialties, course sequences, admissions and selected policies and procedures. See Course Descriptions for detailed information about GSN courses.

BSN to DNP & PGO to DNP Nurse Practitioner Track Outcomes

Students in the Traditional RN, including Pre- Graduate's option, are eligible for entry into the Doctor of Nursing Practice BS to DNP track pathway given successful completion of prerequisite coursework.

Nurse Practitioner Track Outcomes Consistent with the outcomes of the master's program and upon intervention and professional role interaction to:

- synthesize knowledge from the biological, psychological, social and nursing sciences as a foundation for advanced practice nursing as an adult-gerontology primary care nurse practitioner and/or adult-gerontology acute care nurse practitioner;
- assess, intervene and evaluate the responses of patients to acute, chronic and/or critical health/illness states over time in a variety of settings as an adult- gerontology primary care and/or adult- gerontology acute care nurse practitioner;
- utilize the standards of practice and evidence-based literature in the provision of patient care based on critical analysis and evaluation of theory and research from nursing and related disciplines;
- implement both the direct care and core competencies of the adult-gerontology primary care and/or adult-gerontology acute care in interprofessional health care settings;
- assume clinical leadership in health care delivery systems, health policy organizations, and local and national nursing organizations;
- analyze the effects of developmental, economic, cultural, epidemiological, social, political, ethical, legal and spiritual trends influencing the care of children, adults and elders;
- participate in research and other scholarly activities related to clinical nursing; and
- embrace lifelong learning through participation and leadership in professional development.

BSN to DNP& PGO – DNP Nurse Practitioner Program has Three Track Options:

The Adult-Gerontology Primary Care Track

The Adult-Gerontology Primary Care (AG-PCNP) NP Track prepares advanced practice nurses to function in ambulatory or community-based settings as an adult-gerontology primary care nurse practitioner. The focus of the track is on the delivery of primary care to the individual within the context of the family and community. The direct role component includes the management and delivery of care for adult-older adults with common episodic or chronic health problems, and the core competencies emphasizing teaching, consultation and research. Graduates of this track are eligible to take the Adult- Gerontology Primary Care Nurse Practitioner certification examination prepared by an approved national organization as accepted by the Board of Registration in Nursing and to apply to practice in the expanded role in

Massachusetts or other states based on regulatory guidelines.

Adult-Gerontology Acute Care Nurse Practitioner Track

The Adult-Gerontology Acute Care (AG-ACNP) Track prepares advanced practice nurses to function in acute or critical care areas as an adult-gerontology acute care nurse practitioner. This track focuses on the direct role component, including the management and delivery of care to acutely ill adult- older adult patients, as well as the core competencies emphasizing teaching/coaching, consultation and research. Graduates of this track are eligible to take the Adult-Gerontology Acute Care Nurse Practitioner certification examination prepared by an approved national organization as accepted by the Board of Registration in Nursing and to apply to practice in the expanded role in Massachusetts or other states based on regulatory guidelines.

Family Nurse Practitioner Track

The Family Nurse Practitioner (FNP) Track prepares advanced practice nurses to function in ambulatory or community-based settings as a family nurse practitioner. The focus of the program is on the delivery of primary care to the individual within the context of the family and community. The direct role component includes the management and delivery of care to children and adults with common episodic or chronic health problems, and the core competencies emphasizing teaching, consultation and research. Graduates of this track are eligible to take the Family Nurse Practitioner certification examination prepared by an approved national organization as accepted by the Boar states based on regulatory guidelines.

BSN to DNP & PGO to DNP Curriculum Total Academic Credits 74 adult NP tracks/77 family NP

Fall Semester Year One	Spring Semester Year One	Summer Session Year One
N603A Societal Trends 3cr	N603B IP Community Service Learning Practicum (continues from Fall) 1cr	N715 Applied Stats for the DNP 3cr
N603B IP Community Service Learning Practicum (goes Fall through Spring) (IP)	N615 Advanced Health Assessment 3cr	N708 Organizational Systems & Health Care Financing 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 I into Practice 3cr	N704 Epidemiology 3cr	
N719 Genetics, Genomics, Pharmacogenomics 3cr (IP = in progress)	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 9cr <i>or</i> N740A/B Adv. Nursing Science: Adult Gerontology Acute Care Nurse Practitioner Theory I & Clinical Practicum I 9cr <i>or</i> N760A/B Adv. Nursing Science: Family Nurse Practitioner Theory II & Clinical Practicum I 9cr N730C N740C N760C Health Promotion & Disease Prevention Seminar (IP) N709 NP Scholarly Project Proposal A 1cr (IP = in progress)	N731A/B Adv. Nursing Science: Adult Gerontology Primary Care Nurse Practitioner Theory II & Clinical Practicum II 9cr <i>or</i> N741A/B Adv. Nursing Science: Adult Gerontology Acute Care Nurse Practitioner Theory II & Clinical Practicum II 9cr <i>or</i> N7601/B Adv. Nursing Science: Family Nurse Practitioner Theory III & Clinical Practicum II 9cr N730C N740C N760C Health Promotion & Disease Prevention Seminar 1cr N709 DNP Scholarly Project Proposal B 1cr N770 Leadership for Advanced Practice 3cr	N731C Adv. Nursing Science: Adult Gerontology Primary Care Nurse Practitioner Clinical Practicum III 1cr <i>or</i> N741C Adv. Nursing Science: Adult Gerontology Acute Care Nurse Practitioner Clinical Practicum III 1cr <i>or</i> N761C Adv. Nursing Science: Family Nurse Practitioner Clinical Practicum III 1cr N710 Clinical Scholarship & Analytical Methods 3cr N709 DNP Scholarly Project Proposal C 1cr
Fall Semester Year Three	Spring Semester Year Three	
N707 Biomedical Informatics 3cr N706 Health Policy for Health Care Professionals 3cr N771 DNP Practicum (IP) 3cr N772 DNP Scholarly Project: Implementation 2cr *N774 DNP APN Practicum I (*optional course or may take specialty optional course) 1cr NXXX Elective 3cr	N771 DNP Practicum 2cr N772 DNP Scholarly Project : Evaluation 2cr *N774 DNP APN Practicum II (*optional course or may take specialty optional course) 2cr	Pre-Graduate Option students: Required to take two additional courses upon matriculation: NG519A Leadership & Management 603C Population Health Clerkship

SPECIALTIES (Optional)

UMass Worcester (UMW) GSN students are eligible to be enrolled in one of the optional UMass Worcester GSN specialties. A specialty consists of 2 three-credit didactic courses and clinical practicum(s). (Exception is Nurse Educator specialty). Students must take the coursework in order to be eligible for the 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 Of the specialty. 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

N/NG685 Living with Chronic Conditions & Terminal Illness	3 credits
N/NG686 Advanced Practice Oncology Nursing	3 credits
N/NG686B 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

N/NG681 Advanced Practice Cardiovascular Nursing I	3 credits
N/NG682 Advanced Practice Cardiovascular Nursing II	3 credits
N/NG682B 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

N/NG643 Advanced Practice Critical Care Nursing I	3 credits
N/NG644 Advanced Practice Critical Care Nursing II	3 credits
N/NG643B 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

N/NG620 Advanced Nursing Science: Teaching and Curriculum Development for Nurse Educators	3 credits
N/NG623 Advanced Nursing Science: Identifying and Measuring Outcomes for Nurse Educators	3 credits

Note: Permission of instructor is required for consideration of an independent study clinical component for this specialty.

Application**Applications to the BSN to Doctor and PGO to DNP of Nursing Practice**

Applications to the BSN to Doctor of Nursing Practice & Pre Graduate Option program will be considered when all of the following have been received (see NursingCAS instructions for details on completing application).

<http://www.umassmed.edu/PageFiles/25448/NursingCASInstructionsfortheUniversityofMassachusettsWorcester.pdf>

- completed application form, including two personal statements:

- non-refundable application fee made payable to the University of Massachusetts GSN, GSN checklist and notarized proof of residency to be mailed directly to the Graduate School of Nursing; these forms can be found on the GSN website follow this link: <http://www.umassmed.edu/gsn/prospective-students/gep/>
- official transcripts from all colleges and universities attended sent directly to NursingCAS; (see NursingCAS instructions)
- Acceptable results on the GRE revised General Test (Verbal Reasoning, Quantitative Reasoning, and Analytical Writing). Applicants whose native language is not English must supply their Test of English as a Foreign Language (TOEFL) results. (see NursingCAS instructions)
- three letters of recommendation from people with whom the applicant has been in contact within the last five years (see NursingCAS instructions)
- current resume including work experience, education, professional activities, and publications of scholarly writing; (see NursingCAS instructions)

Qualified applicants will be admitted on a space- available basis.

Prerequisites

Applicants must have:

- BSN to DNP evidence of bachelor’s degree in Nursing with a GPA of 3.0 or higher. PGO to DNP evidence of associates degree or diploma in nursing and bachelor’s degree in another field.
- Completed collage level statistics
- proof of current CPR Certification for Health Providers (BLS) by the American Heart Association after acceptance;
- computer competence at the user level, including file management and word processing; and
- proficiency in reading and writing in the English language.
- Completed collage level statistics course.
- proof of current CPR Certification for Health Providers (BLS) by the American Heart Association after acceptance;
- computer competence at the user level, including file management and word processing; and
- proficiency in reading and writing in the English language.

Post Master’s to DNP Program

Post Master’s to DNP Nurse Practitioner Track

The students in the Nurse Practitioner Track are entering this program already certified as adult primary care nurse practitioners, adult acute care nurse practitioners, family nurse practitioners, gerontology nurse practitioners, pediatric nurse practitioners and women’s health care nurse practitioners. Consistent with the outcomes of the DNP program and upon completion of this track, graduates synthesize principles of population health, finance, health policy, informatics and organizational leadership to lead and transform health care as a nurse practitioner with a practice doctorate. They collaborate as members of interprofessional teams in the management of patients with complex health problems using an evidence-based approach. The graduates translate research findings to clinical practice to enhance the quality of health care and patient outcomes. They will assume positions in health care systems to lead and improve nursing practice as nurse practitioners with a practice doctorate.

The DNP curriculum of the nurse practitioner track provides students with advanced practice nursing leadership experiences. The core and track courses meet the standards established by the American Association of Colleges of Nursing for practice- focused doctoral programs in nursing. The nurse practitioner track also adheres to the competencies established by the National Organization of Nurse Practitioner Faculties for advanced practice nurses with the DNP. A strong focus is on interprofessional partnerships with the UMW School of Medicine and

Graduate School of Biomedical Sciences, Commonwealth Medicine, UMass Correctional Health, UMass Memorial Health Care and the greater Central Massachusetts community.

Post Master's to DNP Nurse Administrator Track

DNP students in the post-master's nurse administrator track are already nurse administrators in health care systems. Consistent with the outcomes of the DNP program and upon completion of this track, graduates synthesize principles of population health, finance, health policy, informatics and organizational leadership to lead and transform health care as nurse administrators with a practice doctorate. They collaborate as members of interprofessional teams to manage nursing services that deliver care to patients using an evidence-based approach. Graduates translate research findings to clinical practice to enhance the quality of health care and patient outcomes through nursing services administration. They will assume positions in health care systems to lead and improve nursing practice as nurse administrators with a practice doctorate.

The DNP curriculum of the nurse administrator track provides students with nursing leadership experiences. The core and track courses meet the standards established by the American Association of Colleges of Nursing for practice-focused doctoral programs in nursing. The Nurse Administrator Track adheres to the competencies and standards identified by the American Organization of Nurse Executives and the American Nurses Association for nursing administration. A strong focus is on interprofessional partnerships with the UMW School of Medicine and Graduate School of Biomedical Sciences, Commonwealth Medicine, UMass Correctional Health, UMass Memorial Health Care and the greater Central Massachusetts community.

DNP Curriculum for Post Master's DNP program

Full-Time Study Plan		
Year One Fall Semester (IP= in progress)	Year One Spring Semester	Year One Summer Semester
N603A Societal Trends & Population Health 3cr	N603D DNP CSL Practicum 1cr N704 Principles of Epidemiology 3cr	N715 Applied Stats for the DNP 3cr N710 Clinical Scholarship & Analytical Methods 3cr
N603D DNP Community Service Learning (CSL) Practicum IP	N723 Quality & Patient Safety in Health Care Orgs 3cr	N708 Org. Systems and Healthcare Financing 3cr
N709 DNP Scholarly Project: Proposal A 1cr	N709 DNP Scholarly Project: Proposal B 1cr	N709 DNP Scholarly Project: Proposal C 1cr
N719 Genetics, Genomics, Pharmacogenomics (ANP) 3cr or N769 Leadership for Nurse Executive (Nurse Admins) 3cr IP = In Progress	N770 DNP Leadership for Advanced Practice (ANP only) 3cr	
Year Two Fall Semester	Year Two Spring Semester	

N707 Biomedical Informatics	3cr	N771 DNP Practicum	2cr	Total 40 credits APN= advanced nurse practice *May take full time DNP course work as a part time plan: See below
N706 Health Policy for Health Care Professionals	3cr	N773 DNP Scholarly Project: Evaluation	2cr	
N771 DNP Practicum	IP	NXXX Elective	3cr	
N772 DNP Scholarly Project: I Implementation	2cr			
Part Time Study Plan				
Year One Fall Semester		Year One Spring Semester		Year One Summer session
N603A Societal Trends & Population Health	3cr	N603D DNP CSL Practicum	1cr	N715 Applied Stats for the DNP 3cr
N603D DNP CSL Practicum	IP	N704 Principles of Epidemiology	3cr	N710 Clinical Scholarship & Analytical Methods 3cr
N719 Genetics, Genomics, Pharmacogenomics (APN) or N769 Leadership for Nurse Executive (Nurse Admins)	3cr 3cr	N723 Quality & Patient Safety in Health Care Orgs	3cr	
Year Two Fall Semester		Year Two Spring Session (con't)		Year Two Summer Semester
N707 Biomedical Informatics	3cr	N709 DNP Scholarly Project: Proposal B	1cr	N708 Org. Systems and Healthcare Financing 3cr
N706 Health Policy for Health Care Professionals	3cr	N770 DNP Leadership for Advanced Practice (ANP only)	2cr	N709 DNP Scholarly Project: Proposal C 1cr
N709 DNP Capstone I Project Proposal A	1cr			
Year Three Fall Semester		Year Three Spring Semester		
N771 DNP Practicum	IP	N771 DNP Practicum	2cr	Total 40 credits APN= advanced nurse practice IP = In Progress
N772 DNP Scholarly Project: Implementation	2cr	N773 DNP Scholarly Project : Evaluation	2cr	
		NXXX Elective	3cr	

Admission to the Post Master's to Doctor of Nursing Practice Pathway

Students who wish to be considered for admission to the GEP to Doctor of Nursing Practice pathway must submit their application online via NursingCAS (Centralized Application Service). The link is on the Graduate School of Nursing Web site www.umassmed.edu/gsn. The GSN applications will be considered as soon as they are complete. Qualified applicants will be contacted by the admissions office to schedule an interview. Applicants are reviewed individually on the basis of previous academic achievement, Graduate Record Examination (GRE) scores, professional experience and personal attributes.

Application

Applications to the Post Master's to Doctor of Nursing Practice program will be considered when all of the following have been received (see NursingCAS instructions for details on completing application)

<http://www.umassmed.edu/PageFiles/25448/NursingCASInstructionsfortheUniversityofMassachusettsWorcester.pdf>

- completed application form, including two personal statements;
- non-refundable application fee made payable to the University of Massachusetts GSN, GSN checklist and notarized proof of residency to be mailed directly to the Graduate School of Nursing;
- official transcripts from all colleges and universities attended sent directly to NursingCAS;
- Applicants whose native language is not English must supply their Test of English as a Foreign Language (TOEFL) results.
- three letters of recommendation from people with whom the applicant has been in contact within the last five years:
- current resume including work experience, education, professional activities.

Qualified applicants will be admitted on a space- available basis.

Prerequisites

Applicants must have:

- Master's degree in nursing from a program accredited by National League of Nursing Accrediting Commission (NLNAC), or the Commission on Collegiate Nursing Education (CCNE) or related field (Nurse Administrator Track only);
- A GPA of 3.0 or better in the baccalaureate program and/or certificate of completion program and a GPA of 3.2 or better in the Master of Science in Nursing program or Master of Nursing program;
- advanced practice nursing certification as an adult nurse practitioner, adult acute care nurse practitioner, family nurse practitioner, gerontology nurse practitioner, pediatric nurse practitioner or women's health nurse practitioner; and/or experience as a nurse manager or nurse executive (recommended but not required, for nurse administrator applicants);
- Evidence of unrestricted Massachusetts licensure as a registered nurse and/or nurse practitioner;
- proof of current CPR Certification for Health Providers (BLS) by the American Heart Association after acceptance;
- computer competence at the user level, including file management and word processing; and
- Proficiency in reading and writing in the English language.

PHD IN NURSING PROGRAM

Philosophy

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. We recognize that 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 (<http://www.iep.utm.edu/lonergan/>). We focus 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. We emphasize the need for scholarship that addresses the broader conditions that influence human health. Graduates will be attentive, intelligent, reasonable and responsible when developing knowledge and making ethical decisions. We envision that our graduates will make scholarly contributions to the cumulative progression of scientific knowledge through their ongoing research.

Core Values

Our scholarly endeavors and relations with others are built upon the values of the University of Massachusetts Medical School and the Graduate School of Nursing. The Nursing PhD Program highly values and places additional emphasis upon:

- Scientific integrity
- Transparency
- Self-reflective inquiry
- Commitment to working toward the human good in society
- Generosity
- Cultural humility

Program Outcomes

The Nursing PhD Program prepares students for careers in teaching and research with the ability to conduct research within a multidisciplinary milieu. At the completion of the PhD program, graduates will:

- Apply philosophical and theoretical principles to scholarly inquiry
- Critique and synthesize knowledge to advance nursing science and human health
- Design, conduct and disseminate independent and collaborative research
- Demonstrate the core program values in all scholarly endeavors
- Assume leadership roles in research, education, policy, administration and/or professional practice.

The core and related course work meets the standards established by the American Association of Colleges of Nursing (AACN) outlined in the Research-Focused Doctoral Programs in Nursing: Pathways to Excellence (2010). Graduates will be novice researchers with a strong foundation in nursing inquiry prepared to assume investigators, academic, and leadership roles and contribute to the ongoing development of nursing science, the preparation of future nurses, the improvement of human health, and the continual evolution of professional nursing practice.

Comprehensive Examination

All PhD students must pass the comprehensive examination before progressing to their dissertation research. The exam is taken after completion of all course work. The director of the PhD in Nursing program will inform students when they have successfully passed the examination. At his or her discretion, the director of the PhD program may permit students who fail the exam to retake it one time only.

Doctoral Dissertation

Candidates for the PhD degree must complete an acceptable written and oral defense of their dissertation. The dissertation qualifies for acceptance when it satisfies the following criteria:

- demonstrates the candidate's intellectual competence;
- makes an original and valid contribution to nursing science; and
- Represents an individual achievement and is the product of independent research.

Candidates conduct their dissertation research under the supervision of dissertation committees. All members of a dissertation committee must approve and sign off on a candidate's dissertation proposal. Candidates then complete the dissertation research; submit an acceptable written dissertation and then with the approval of the committee schedule a final oral examination (defense of dissertation). Attendance at the final oral examination is open to the academic community. However, only the three members of the dissertation committee may cast a vote. A unanimous vote is required for the candidate to pass the final oral examination.

Dissertation Credits

All students must enroll for 18 dissertation credits. No student is exempt from this requirement. Normal tuition rates will apply.

BSN to PhD Pathway

The purpose of the Bachelor's to PhD Track is to accelerate the research careers of nurse scientists. The track offers an opportunity for enrolled students to complete the PhD in Nursing in a period of four to six years. Graduates are expected to develop independent programs of research and will receive a PhD in nursing degree. There is no master's degree offered through this program. Students interested in a clinically focused career are not candidates for this option.

BSN to PhD Curriculum See Course Descriptions for further information about DNP courses on [page](#)

YEAR ONE

Fall Semester

N603A	Societal Forces Influencing Graduate Nursing Education & Practice	3 credits
N603B	IP Population Community Service Learning Practicum [CSL] (taken Fall through Spring)	1 credit
N604	Translating & Integrating Scholarship into Practice	3 credits
N613	Advanced Pathophysiology	3 credits

Spring Semester

N603B	IP Community Service Learning Practicum (continued from Fall)	IP
N614	Advanced Pharmacotherapeutics	3 credits
N704	Principles of Epidemiology	3 credits

Summer Semester

N814	Genomics in Clinical Practice & Research	3 credits
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YEAR TWO

Fall Semester

N800	History and Philosophy of Nursing Science	3 credits
N801	Qualitative Research Methods	3 credit
N810	PhD Practicum (consult advisor before registering)	1 credit

Spring Semester

N802	Quantitative Research Methods	3 credits
N803	Theory	3 credits
N815	Statistical Analysis of Data	3 credits

Summer Semester

N804	Measurement and Instrumentation in Clinical Research	3 credits
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YEAR THREE

Fall Semester

N706	Health policy for the Health Care Professional	3 credits
N707	Biomedical Informatics	3 credit

Spring Semester

N813	Grant and Proposal Writing	2 credits
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N890	Advanced Statistics	3 credits
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Summer Semester

N888	Comprehensive Exam	3 credits
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YEAR FOUR

Fall Semester

N809	Dissertation Seminar	0 credits
N899	Dissertation Credits	9 credits

Spring Semester

N809	Dissertation Seminar	0 credits
N899	Dissertation Credits	9 credits
	Final Oral Defense of Dissertation	0 credits

Important Note: In addition to the above core coursework, Master’s to PhD students must take AT LEAST TWO 3- credit electives. One elective must be advanced methods elective. Electives may be taken concurrently in any semester after approval by the student’s faculty advisor. Cost of electives is not included and will be added in the years they are taken.

Master’s to PhD Pathway

Master’s to PhD Track (open to nurses and non- nurses) The Master’s to PhD Track prepares individuals with a master’s degree for careers in the conduct of clinical and translational research within multidisciplinary settings.

Master’s to PhD Curriculum See Course Descriptions for further information about DNP courses on [page](#)

YEAR ONE

Fall Semester

N800	History and Philosophy of Nursing Science	3 credits
N801	Qualitative Research Methods	3 credit
N810	PhD Practicum (consult advisor before registering)	1 credit

Spring Semester

N802	Quantitative Methods in Nursing Research	3 credits
N803	Theory	3 credits
N815	Statistical Analysis of Data	3 credits

Summer Semester

N804	Measurement and Instrumentation in Clinical Research	3 credits
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YEAR TWO

Fall Semester

N706	Health policy for the Health Care Professional	3 credits
N707	Biomedical Informatics	3 credit

Spring Semester

N813	Grant and Proposal Writing	2 credits
N890	Advanced Statistics	3 credits

Summer Semester

N888	Comprehensive Exam	3 credits
N814	Genomics in Clinical Practice & Research (make take prior to matriculation)	3 credits

YEAR THREE

Fall Semester

N809	Dissertation Seminar	0 credits
N899	Dissertation Credits	9 credits

Spring Semester

N809	Dissertation Seminar	0 credits
N899	Dissertation Credits	9 credits
	Final Oral Defense of Dissertation	0 credits

Important Note: In addition to the above core coursework, Master's to PhD students must take AT LEAST TWO 3- credit electives. One elective must be advanced methods elective. Electives may be taken concurrently in any semester after approval by the student's faculty advisor. Cost of electives is not included and will be added in the years they are taken.

Admission to the PhD in Nursing Program

Students who wish to be considered for admission into the PhD program must submit their application on-line via the Nursing Centralized Application Service (Nursing CAS). The link to the Nursing CAS application is on the Graduate School of Nursing Web site at www.umassmed.edu/gsn. Applications are considered as soon as they are complete. Qualified applicants will be contacted by the PhD Program Director to schedule an interview. Admission to the PhD in Nursing Program is based on the faculty's overall appraisal of the applicant's ability to undertake doctoral study and of his or her potential contributions to nursing science. Acceptable verbal and quantitative scores on the GRE and a GPA of 3.0 or better are required. Applicants for GEP to PhD must satisfy all admission requirements for GEP program.

Application

PhD program will be considered when all of the following have been received. (see NursingCAS instructions for details on completing application)

<http://www.umassmed.edu/PageFiles/25448/NursingCASInstructionsfortheUniversityofMassachusettsWorcester.pdf>

- completed application form, including a clear personal statement demonstrating the goal of becoming a nurse scientist; (see NursingCAS instruction for topic or statement)
- non-refundable application fee made payable to the University of Massachusetts;
- official transcripts from all colleges and universities attended;
- completion of the admissions essay (see NursingCAS instruction above)
- Two academic letters of reference; (see NursingCAS instruction above)

- Acceptable results on the GRE revised General Test (Verbal Reasoning, Quantitative Reasoning, and Analytical Writing
- participation in an admission interview;
- current resume including work experience, education, professional activities, and publications of scholarly writing;

PhD Academic Policies and Procedures

For a full description of the GDN policies view the GSN Student Handbook at:

<http://www.umassmed.edu/globalassets/graduate-school-of-nursing/2015-2016-gsn-student-handbook-6-22-15.pdf>

Statute of Limitations

Completion of all degree requirements within the statute of limitations: five (5) years for students entering the program with a master's degree and six (6) years for students entering with a baccalaureate degree or from the Graduate Entry Pathway program. A doctoral student may be granted additional time to complete his/her degree program by the director of the PhD program, provided satisfactory and reasonable progress is being made.

Student Status

Full time students must be registered for a minimum of nine (9) credit hours for that semester by two weeks before the start of the semester and must maintain a minimum enrollment of 9 credit hours during the semester in order to maintain active student status (eligibility for course credit, malpractice insurance, financial aid, etc.). Students taking less than nine (9) credits per semester are considered part-time. Part-time students must be registered for a minimum of five (5) credit hours each semester to be eligible for financial aid.

Continuous Enrollment

Students are required to maintain continuous enrollment each semester until program requirements are complete. Failure to be properly enrolled may result in the student being administratively withdrawn from the program.

Graduate Entry Pathway students are enrolled full- time, that is, with the full credit load in the Fall, Spring and Summer semesters in the Pre-licensure year

Maximum Credit Load

A graduate student in the Master's or Doctoral Programs may register for up to 18 credits each semester. Students who wish to register for more than the maximum credit load must secure written permission from their faculty advisor.

Transfer of Credits

Credit for courses equivalent to required GSN courses may be transferred from other institutions with permission. If a doctoral student requests a transfer course to meet an elective requirement, the course MUST complement the student's program of study. Students who wish to take an elective at another University of Massachusetts campus may do so by completing the UMass Graduate Course Exchange Registration Form that is available in the Registrar's Office. The signatures of the GSN faculty research advisor and the faculty of record at the other campus are required. The cross-registration form is returned to the Registrar's Office to ensure continuous enrollment and active student status. For PhD students, transfer of more than 9 credits from other UMass campuses will be evaluated on an individual basis by the Program Director and the faculty research advisor. In all cases involving transfer of a course from another school, the student receives credit for the transfer courses, but the grades are not calculated in the UMW GPA.

MASTER'S IN NURSE EDUCATOR PROGRAM

Master's in Nurse Educator Curriculum

YEAR ONE (Part Time options are available contact school for details)

Fall Semester

N603A	Societal Forces for APN	3 credits
603B	IP Population Health Community Service Learning Practicum (Taken Fall through Spring)	1 credit
N604	Translating Scholarship into Practice	3 credits
N613	Advanced Pathophysiology	3 credits

Spring Semester

N603B	IP Population Health CSL (continued from Fall	IP
N614	Advanced Pharmacotherapeutics	3 credits
N704	Principles of Epidemiology	3 credits
N620	Advanced Nursing Science: Teaching and Curriculum Development for Nurse Educators	3 credits

Summer Semester

N615	Advanced Health Assessment	3 credits
N623	Advanced Nursing Science: Identifying and Measuring Outcomes for Nurse Educators	3 credits

YEAR TWO

Fall Semester

N621B	Advanced Nursing Science: Clinical Practice for Nurse Educators	3 credits
N622	Advanced Nursing Science: Advanced Instructional Methods for Nurse Educators	2 credits
N624	Advanced Nursing Science: Systems Leadership for Nurse Educators	3 credits

Spring Semester

N625B	Advanced Nursing Science: Teaching Practicum for Nurse Educators	3 credits
NXXX	Elective	3 credits

Total Academic Credits

39 credits

Post-Graduate Certificate Option

The Post-Graduate 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 Graduate Certificate has two NP options:

- Masters prepared certified nurse practitioners who seek additional preparation in the population focus of Adult

Gerontology Primary Care or Adult-Gerontology Acute Care

- Masters prepared nurses who seek initial certification in Adult-Gerontology Primary Care or Adult-Gerontology Acute Care.
- And one Master's option Nurse Educator

A review of student's transcripts and prior course/clinical work is done by the Track Coordinator to ensure that they are consistent with professional nursing standards and guidelines: this determines the appropriate plan of study. Determination of the required clinical hours and any additional course work needed is discussed with the student prior to matriculation.

The students in the Post Graduate Certificate Program are required to complete advanced pathophysiology, advanced pharmacotherapeutics, and advanced health assessment either prior to admission or before the track courses.

The Post-Graduate certificate option allows nurses with master's degrees to expand their nursing competencies in the graduate nursing tracks in order to become Adult-Gerontology Acute Care Nurse Practitioners, Adult-Gerontology Primary Care Nurse Practitioners, and Nurse Educators.

Nurse Educator

The Nurse Educator track prepares nurses for advanced practice 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. The plan of study includes all nurse educator related courses in the Master of Science curriculum (e.g., N620, 622,623) along with required advanced practice master's core courses (e.g., N603A, N603B, N603C, N604, N613, N614, N615A and N615B, N704)

Nurse Educator Certificate

This post-graduate certificate option is a 12- to 22- credit program designed to meet the needs of a master's-prepared nurse who is interested in formal instruction in the theoretical principles and application of nursing education. The plan of study includes course work in theoretical principles and curricular issues (N620), evaluation and outcomes (N623), leadership principles (N624), advanced instructional methods (N622) and a preceptor practicum focusing on the academic nurse educator (N625B).

Nurse Practitioner Tracks

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

This post-master's certificate option is a 19- to 29- credit program designed to meet the needs of the master's-prepared nurse who desires formal education and clinical training in adult-gerontology primary care in order to become eligible to sit for certification and advanced practice licensure as an adult-gerontology primary care nurse practitioner. The plan of study includes all clinically related courses in the existing AGPCNP curriculum (e.g., N630A and B, N631A and N631B) along with required advanced practice core courses (e.g., N613, N614, N615A and N615B). Similar advanced practice core course content may be demonstrated in the student's previous master's program.

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

This post-master's certificate option is a 19- to 29- credit program designed to meet the needs of the master's-prepared nurse who desires formal education and clinical training in adult gerontology acute care in order to become eligible to sit for certification and advanced practice licensure as an adult-gerontology acute care nurse practitioner. The plan of study includes all clinically related courses in the AG-ACNP curriculum (e.g., N640A, N640B, N641A and N641B) along with required advanced practice core courses (e.g., N613, N614, N615A and N615B). Similar advanced practice core course content may be demonstrated in the student's previous master's program.

Admission

Students who wish to be considered for admission to the post-Graduate certificate option must submit their application online via NursingCAS (Centralized Application Service). The link is on the Graduate School of Nursing Web site www.umassmed.edu/gsn The GSN has rolling admissions: applications are considered as soon as they are complete. Qualified applicants will be contacted by the admission office to schedule an interview. Applicants are reviewed individually on the basis of previous academic achievement, professional experience and personal attributes.

Applications to the Post Graduates Certificate program will be considered when all of the following have been received (see NursingCAS instructions for details on completing application

<http://www.umassmed.edu/PageFiles/25448/NursingCASInstructionsfortheUniversityofMassachusettsWorcester.pdf>):

- completed application form, including two personal statements;
- non-refundable application fee made payable to the University of Massachusetts GSN, GSN checklist and notarized proof of residency to be mailed directly to the Graduate School of Nursing;
- official transcripts from all colleges and universities attended sent directly to NursingCAS;
- three letters of recommendation from people with whom the applicant has been in contact within the last five years: sent directly to NursingCAS
- current resume including work experience, education, professional activities, and publications of scholarly writing;

Qualified applicants will be admitted on a space- available basis. Applicants may have to submit course syllabi for transfer credits for evaluation upon request.

Prerequisites

- an unrestricted Massachusetts license as a registered nurse;
- Advanced Pharmacotherapeutics, Advanced Pathophysiology and Advanced Health Assessment
- a master's degree in nursing from a program accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Collegiate Commission on Nursing Education (CCNE). The applicant is not required to take or repeat the GRE examination;
- a post-graduate grade point average of 3.0(B) or better;

Post Graduate Certificate Program

Adult Gerontology Primary Care NP Post Graduate Certificate Curriculum

YEAR ONE

Summer Semester

N615	Advanced Health Assessment	3 credits
N615B	Advanced Health Assessment Practicum	1 credits

Fall Semester

N630A	Advanced Nursing Science: Adult-Gerontology Primary Care NP Theory I	6 credits
N630B	Advanced Nursing Science: Adult-Gerontology Primary Care NP Clinical Practicum I	4 credit

Spring Semester

N631A	Advanced Nursing Science: Adult-Gerontology Primary Care NP Theory II	6 credits
N631B	Advanced Nursing Science: Adult-Gerontology Primary Care NP Clinical Practicum II	3 credits

Adult Gerontology Acute Care NP Post Graduate Certificate Curriculum

YEAR ONE

Summer Semester (if not already taken needs ACLS certification prior to the start of N640A)

N615A	Advanced Health Assessment	3 credits
N615B	Advanced Health Assessment Practicum	1 credits

Fall Semester

N640A	Advanced Nursing Science: Adult-Gerontology Acute Care NP Theory I	6 credits
N640B	Advanced Nursing Science: Adult-Gerontology Acute Care NP Clinical Practicum I	4 credit

Spring Semester

N641A	Advanced Nursing Science: Adult-Gerontology Acute Care NP Theory II	6 credits
N641B	Advanced Nursing Science: Adult-Gerontology Acute Care NP Clinical Practicum II	3 credits

Total Academic Credits

23 credits

Nurse Educator Post Master's Certificate Curriculum

YEAR ONE

Fall Semester

N621B	Advanced Nursing Science: Clinical Practice for Nurse Educators	3 credits
N622	Advanced Nursing Science: Advanced Instructional Methods for Nurse Educators	2 credits
N624	Advanced Nursing Science: Systems Leadership for Nurse Educators	3 credits

Spring Semester

N625B	Advanced Nursing Science: Teaching Practicum for Nurse Educators	3 credits
NXXX	Elective	3 credits

Total Academic Credits

14 credits

**GRADUATE SCHOOL OF
NURSING COURSE
DESCRIPTIONS**

NG508 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. Corequisites: NG510, NG511, NG513, NG516A, and NG516B.

NG509 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.

Prerequisites: NG508, NG510, NG511, NG513, NG516A, and NG516B.

Corequisites: NG512, NG514, NG517A, NG517B, NG518A, and NG518B

**NG510 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 biopsychosocial 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.

2credits Corequisites: NG508, NG511, NG513, and NG516A and B.

NG511 Biomedical Sciences I

Biomedical Sciences I is the first of two courses providing a review of human biochemistry, pathophysiology and pharmacology essential for nursing practice. This course focuses on the changes that occur in the human body when normal structure and/or function are altered by common conditions arising from the natural aging process, injury and

disability, and when pharmacological interventions are implemented.

5 credits Corequisites: NG508, NG510, NG513, and NG516A and B.

NG512 Biomedical Sciences II

Biomedical Sciences II is the second of two courses providing a review of human biochemistry, pathophysiology, pharmacology and nutrition essential for nursing practice. This course focuses on the changes that occur in the human body when normal structure and/or function are altered by common conditions arising from the natural aging process, disease, injury and disability, and when pharmacological and nutritional interventions are implemented. 3 credits Prerequisites: NG508, NG510, NG511, NG513, and NG516A and B. Corequisites: NG514, NG517A and B, and NG518A and B.

NG513 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. 2 credits Corequisites: NG508, NG510, NG511, and NG516A and B.

NG514 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 Prerequisites: NG508, NG510, NG511, NG513, and NG516A and B. Corequisites: NG509, NG512, NG517A and B, and NG518A and B.

NG516A 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 Corequisites: NG508, NG510, NG511, NG513 and NG516B.

NG516B 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 Corequisites: NG508, NG510,

NG511, NG513 and NG516A.

NG517A 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. Prerequisites: Ng508, NG510, NG511, NG513, and NG516A and B. Corequisites: NG509, NG514, NG517B, and NG518A and B.

NG517B 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 Prerequisites: NG508, NG510, NG511, NG513, and NG516A and B. Corequisites: NG509, NG514, NG517A, and NG518A and B.

NG518A 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. 3 credits Prerequisites: NG508, NG510, NG511, NG513, and NG516A and B. Corequisites: NG509, NG514, NG517A and B, and NG518B.

NG518B 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 Prerequisites: NG508, NG510, NG511, NG513, and NG516A and B. Corequisites: NG509, NG512, NG514, NG517A and B, NG518A.

NG519A 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 Prerequisites: NG508, NG510, NG511, NG513, and NG516A and B, NG514, NG517A and B, NG518A and B. Corequisite: NG519B.

NG519B 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 Prerequisites: NG508, NG510, NG511, NG513, and NG516A and B, NG509, NG514, NG517A and B, NG518A and B. Corequisite: NG519A.

NG522 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. Corequisites: NG603A, NG603B, NG603C, and NG604, NG613, and NG615A.

N603 Societal Trends Impacting 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 populations we serve are integrated throughout the course. This course brings to life the Determinants of Health Framework to understand the factors

impacting access, quality, cost, patient-centered care and ultimately health care outcomes. 3 credits.

N603B Interprofessional and Population Health Community Service Learning Practicum and Seminar

This two semester course provides students an opportunity to apply interprofessional teamwork skills coupled with knowledge and experience with graduate nursing role development to population health/community service-learning experiences in a medically underserved, vulnerable, and/or high risk population/community. Goals and objectives from Healthy People 2020 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 Co-requisite N603A

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 Pre-requisite: Pre-licensure courses, Pre Graduate Option or Permission of faculty

N604 Translating & Integrating Scholarship into Practice

This is a core course for the preparation of masters prepared nurses so they can learn to critically examine and seek evidence for practice, ethically translate current evidence and identify gaps in knowledge. This course will provide the masters prepared nurse with beginning theoretical and research-related knowledge (qualitative and quantitative) to challenge current practices, procedures and policies and critique published empirical evidence. 3 credits

N613 Advanced Pathophysiology

This three credit course presents pathophysiology from a holistic perspective. Primary emphasis is on the overall effect of systemic pathophysiology on function of the whole person. Students will examine concepts in physiology and pathophysiology of various body systems such as cardiovascular, endocrine, and immune systems, and the dynamic effect of stress, ischemia, and edema on human physiology. Published articles that describe nursing interventions to improve patient status will be analyzed by students. Each student will complete a written report on a topic of individual interest. 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.

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 Corequisite: N/NG615A.

N620 Advanced Nursing Science:

Teaching and Curriculum Development for Nurse Educators

This course presents theoretical and evidence-based teaching theories, technologies and skills. Emphasis is placed on contemporary approaches to educating nurses in various settings with different learners. Nurse educator roles, theories of learning, curriculum development and research in nursing education are covered. 3 credits

N621B Clinical Practicum for Nurse Educators (270 Practicum hours)

This practicum offers the student the opportunity to enhance and refine their clinical appraisal, diagnostic reasoning

and therapeutic intervention skills in the clinical area. Special emphasis is placed on the role of nurse educator in the clinical environment. Leadership and educational strategies to promote quality and safety in the clinical environment will be emphasized. 3 credits Prerequisites: N620, Master of Science Year One courses.

**N622 Advanced Nursing Science:
Advanced Instructional Methods for
Nurse Educators**

This course provides the student with an opportunity to analyze and apply a variety of classroom and clinical strategies. Emphasis is placed on contemporary student centered approaches including problem-based learning, reflection, distance learning and appropriate integration of technology within the curriculum. 3 credits Prerequisites for Master of Science students: N620, or taken concurrently with N620 or with permission of course faculty. No prerequisites for PhD students.

**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 Prerequisites: N620, or permission of course faculty.

**N624 Advanced Nursing Science:
Systems Leadership for Nurse
Educators**

This course examines organizational processes and structures designed to promote positive patient and educational outcomes. Grounded in theory and research, this course gives the student the opportunity to acquire knowledge and critical thinking skills necessary to serve in a leadership role in an educational institution or a health care organization. 3 credits Prerequisite: N620

**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 Prerequisites for traditional Master of Science students:

N620, N621B,
N622, N623 and N624.

**N630A Advanced Nursing Science:
Adult- Gerontology Primary Care
Nurse Practitioner Theory I**

This course is the first of two advanced nursing science theoretical courses for the preparation of the adult-gerontology primary care nurse practitioner. The focus of this course is on the development and refinement of the critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in theory and evidence-based research, this course enhances the student's knowledge of health promotion and disease prevention and management strategies needed to care for the adult-older adult patient and family experiencing acute, episodic and selected chronic health problems in the ambulatory and community settings. 6 credits Pre requisites: Graduate Core Courses, 603A, 603B, 603C, 604, 704, 719 Graduate Entry Pathway courses, Advanced Pathophysiology 613, Advanced Pharmacotherapeutics 614, Advanced Physical Assessment 615A and 615B or by permission of instructor Corequisite: N630B.

**N630B Advanced Nursing Science:
Adult- Gerontology Primary Care
Nurse Practitioner- Clinical Practicum
I**

This course is the first of two advanced nursing science clinical courses for the

preparation of the adult-gerontology primary care nurse practitioner. The focus is on the development and refinement of the clinical appraisal and diagnostic skills needed by the advanced practice nurse in ambulatory and community settings. The course enhances the student's ability to apply theories, standards of practice and evidence-based research to the care of adult-older adult patients with acute and chronic health problems. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction. 4 credits Corequisite: N630A

**N631A Advanced Nursing Science:
Adult- Gerontology Primary Care
Nurse Practitioner Theory II**

This course is the second of two advanced nursing science theoretical courses for the preparation of the adult-gerontology primary care nurse practitioner. The focus is on the refinement and synthesis of critical thinking skills used by the advanced practice nurse to articulate advanced practice nursing domain and core competencies. Grounded in theory and evidence-based practice, the course enhances the student's knowledge and ability to analyze and manage the comprehensive care of the adult-older adult patient and family in ambulatory or community settings, and the professional and environmental issues influencing the health and care of the adult-older adult patient and the role of the advanced

practice nurse. 6 credits Prerequisites: N630A and B. Corequisite: N631B.

**N631B Advanced Nursing Science:
Adult- Gerontology Primary Care
Nurse Practitioner Clinical Practicum
II**

This course is the second of two advanced nursing science clinical courses for the preparation of the adult-gerontology primary care nurse practitioner. The focus is on the development and refinement of the clinical appraisal and diagnostic skills needed by the advanced practice nurse to provide best practices in ambulatory and community settings. Clinical activities assist students to translate and integrate theories, standards of practice and evidence-based research into the assessment and management of acute and chronic health problems for adult-older adult patients and families in ambulatory and community settings. The student implements activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction. 3 credits Prerequisites: N630A and B. Corequisite: N631A.

**N640A Advanced Nursing Science:
Adult- Gerontology Acute Care Nurse
Practitioner Theory I**

This course is the first of two advanced nursing science theoretical courses for the preparation of the adult-gerontology acute care nurse practitioner. The focus of this course is on the development and

refinement of the critical thinking skills necessary to achieve the APN domain and core competencies of the advanced practice nurse. Grounded in theory and evidence-based research, the course enhances the student's knowledge of health promotion and disease prevention and management strategies needed to care for the patient and family experiencing acute and chronic health problems in hospital settings. 6 credits Pre requisites: Graduate Core Courses, 603A, 603B, 603C, 604, 704, 719 Graduate Entry Pathway courses, Advanced Pathophysiology 613, Advanced Pharmacotherapeutics 614, Advanced Physical Assessment 615A and 615B or by permission of instructor Corequisite: N640B.

**N640B Advanced Nursing Science:
Adult- Gerontology Acute Care Nurse
Practitioner Practicum I**

This course is the first of two advanced nursing science clinical courses for the preparation of the adult-gerontology acute care nurse practitioner. The focus is on the development and refinement of the clinical appraisal and diagnostic skills needed by the advanced practice nurse to provide best practices in hospital settings. Clinical activities assist students to translate and integrate theories, standards of practice and evidence-based research into the assessment and management of acute and chronic health problems for adult-older adult patients and families in hospital settings. The student implements activities of the advanced practice nurse

through critical thinking, therapeutic intervention, communication and professional role interaction. 4 credits
Corequisite: N640A

**N641A Advanced Nursing Science:
Adult- Gerontology Acute Care Nurse
Practitioner Theory II**

This course is the second of two advanced nursing science theoretical courses for the preparation of the adult-gerontology acute care nurse practitioner. The focus is on the refinement and synthesis of critical thinking skills used by the advanced practice nurse to provide advanced practice nursing domain and core competencies. Grounded in theory and evidence-based practice, the course enhances the student's knowledge and ability to analyze and manage the comprehensive care of the patient and family in hospital settings, and the professional and environmental issues influencing the health and care of the patient and the role of the advanced practice nurse. 6 credits Prerequisites: N640A and B Corequisite: N641B.

**N641B Advanced Nursing Science:
Adult- Gerontology Acute Care Nurse
Practitioner Clinical Practicum II**

This course is the second of two advanced nursing science clinical courses for the preparation of the adult-gerontology acute care nurse practitioner. The focus is on the development and refinement of the clinical appraisal and diagnostic skills needed by the advanced practice nurse to provide best practices in

hospital settings. Clinical activities assist students to translate and integrate theories, standards of practice and evidence-based research into the assessment and management of acute and chronic health problems for adult-older adult patients and families in hospital settings. The student implements activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction. 3 credits
Prerequisites: N640A and B. Corequisite: N641A.

**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. Three credits. Pre-requisites: Critical Care Nursing experience and Permission of instructor.

**N643B Advanced Practice Critical
Care Nursing Practicum**

This course is the clinical practicum of

the critical care subtract 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.

N652 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

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

This course is the first of three advanced nursing science theoretical courses for the preparation of the family nurse practitioner. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the family nurse practitioner. This course provides the foundation for the delivery of primary health care to maternal and child patient populations including infants, toddlers, school-age children, and pre-teens. Grounded in family nursing theory and evidence-based research, this course enhances the student's knowledge of health promotion, disease prevention and management strategies needed to care for patients experiencing acute, episodic and selected chronic health problems in ambulatory and community settings. 4 credits. Pre- requisites: Graduate Core Courses, 603A, 603B, 603C, 604, 704, 719 Graduate Entry Pathway courses,

Advanced Pathophysiology 613,
Advanced Pharmacotherapeutics 614,
Advanced Physical Assessment 615A
and 615B or by permission of instructor

**N660A Advanced Nursing Science:
Family Nurse Practitioner Theory I**

This course is the second of three advanced nursing science theoretical courses for the preparation of the family primary care nurse practitioner. The focus of this course is on the development and refinement of the critical thinking skills necessary to achieve the direct care and core competencies of the advanced practice nurse. Grounded in theory and evidence-based research, this course enhances the student's knowledge of health promotion and disease prevention and management strategies needed to care for patients and their families experiencing acute, episodic and selected chronic health problems in ambulatory and community settings. 6 credits
Corequisite: N660B.

**N660B Advanced Nursing Science:
Family Nurse Practitioner Clinical
Practicum I**

This course is the first of two advanced nursing science clinical courses for the preparation of the family nurse practitioner with the practice doctorate. The focus is on the development and refinement of the clinical appraisal and diagnostic skills needed by the advanced practice nurse with the Doctor of Nursing Practice (DNP) in ambulatory and community settings. The course enhances

the student's ability to apply theories, standards of practice and evidence-based research to the care of patients with acute and chronic health problems across the life span. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction. 4 credits
Corequisites: N 660A.

**N661A Advanced Nursing Science:
Family Nurse Practitioner Theory II**

This course is the third of three advanced nursing science theoretical courses for the preparation of the family nurse practitioner. The focus is on the refinement and synthesis of critical thinking skills used by the advanced practice nurse to provide advanced practice nursing direct care and core competencies. Grounded in theory and evidence-based practice, the course enhances the student's knowledge and ability to analyze and manage the comprehensive care of patients of all ages and the family in ambulatory community settings, and the professional and environmental issues influencing the health and care of the patient and the role of the advanced practice nurse. 6 credits
Corequisite: N661B Prerequisites: N660A and B.

**N661B Advanced Nursing Science:
Family Nurse Practitioner Clinical
Practicum II**

This course is the second of two advanced nursing science clinical courses

for the preparation of the family nurse practitioner. The focus is on the development and refinement of the clinical appraisal and diagnostic skills needed by the advanced practice nurse to provide best practices in ambulatory and community settings of children and adults. Clinical activities assist students to translate and integrate theories, standards of practice and evidence-based research into his/her assessment and management of acute and chronic health problems for patients and families in ambulatory and community settings. The student implements activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction. 4 credits Prerequisites: N660A, N 660B, Corequisite N 661A B

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

N682 Advanced 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 Prerequisites: N681 or permission of instructor.

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

N 686 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.

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. Pre-Requisites or Co-requisite Course: Matriculated into UMass GSN or permission from the course director

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 Prerequisite: Matriculated student or permission of instructor

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. Pre-requisite Matriculated student or permission of

instructor.

N708 Organizational Systems and Health Care Financing

This course expands the student's understanding of systems theory and health care economics. The student will explore current global, technological, socioeconomic and organizational factors that have an impact on the delivery of high quality health care. The course expands upon expert clinical knowledge and enables students to engage with other interprofessional team members in developing and evaluating contemporary approaches to clinical practice within health care organizations. 4 credits

N709 DNP Capstone Scholarly Project

This course requires the refinement of the scholarly capstone prospectus for the preparation of advanced practice nurse with the practice doctorate. The focus of this course is on the integration of research findings in developing an advanced practice nursing activity to improve patient focused organizational outcomes. This course will also integrate information from the DNP core and elective courses to formulate a prospectus that demonstrates the translation of research to evidence-based practice. 2 Credits. Pre requisites or Co-requisite course: N704 N705 N706 N707 N708 N710 N815.

N710 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. Pre requisites or Co-requisite course: N704 N705 N706 N707 N708 N710 N815

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

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 practice nurses 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

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

N724A Advanced Practice Nursing in Emergency Care I (Course ON HOLD)

This theory course explores the knowledge needed for the Advanced Practice Nurse to work in urgent care settings. The course prepares students to apply knowledge from the biological,

physiological, psychological, social and nursing sciences to care for patients with acute illnesses and injuries in an urgent care or observation setting. The course also reviews comprehensive care and evidence based practice for a variety of urgent illnesses and injuries requiring immediate and specialized care. Students will interpret assessment findings and diagnostic test results, and apply clinical practice guidelines. Health promotion and prevention strategies for high risk and/or medically under-served patients are applied within the context of culture, family and community. Students will develop skills needed to manage common injuries seen in urgent care settings.

3 credits. Pre-requisite 615A, 615B. co-requisite: N724B or permission of instructor

N724B Advanced Practice Nursing in Emergency Care Practicum I (Course ON HOLD)

This course is the clinical practicum to prepare the advanced practice nurse to care for patients with urgent health needs and acute exacerbations of chronic health problems. The focus of this course is on the development and refinement of clinical assessment and diagnostic skills needed by the advanced practice nurse caring for acute illnesses and injuries in an urgent care setting. This course builds on the student's health assessment skills, and further develops the student's ability to diagnose and manage care of clients with acute health problems. Students will develop management plans congruent

with evidence based practice. Students will also have the opportunity to build skills in suturing and other minimally invasive procedures performed in urgent care settings. . 1 credit Prerequisites: 615B, 615B. Corequisites: N724A or permission of instructor.

N725A Advanced Practice Nursing in Emergency Care II (Course ON HOLD)

This course focuses on the critically ill, unstable patient with emergent and life-threatening conditions in the emergency department. Comprehensive emergency services to manage complex emergent illnesses/injuries or that require immediate and/or specialized care performed in emergency rooms will be reviewed. In addition, a focus on global public health issues such as toxicologic illness, mass casualty management, disaster planning and pandemic care will be explored. 3 credits. Pre-Requisite: current BLS & ACLS certification, N724A & N724B, permission of instructor. Co-requisite N725B.

N725B Advanced Practice Nursing in Emergency Care Practicum II (Course ON HOLD)

This course is the second clinical practicum to prepare the advance practice nurse to care for patients with life threatening illnesses/injuries in an emergency department. The focus of this course is on the refinement of clinical appraisal and diagnostic skills needed by the advanced practice nurse in the

emergency department caring for critically ill or seriously injured patients. This course enhances the student's ability to apply evidence based practice to the care of clients with emergent acute health problems. The student practices in the role of the advanced practice nurse demonstrating critical thinking, therapeutic interventions, communication and professional role interactions within an interprofessional team. 1 credit. Co-requisite N725A or permission of instructor

N760A Advanced Nursing Science for the DNP: Family NP Theory I

This course is the first of two advanced nursing science theoretical courses for the preparation of the family nurse practitioner with the practice doctorate. The focus of this course is on the development and refinement of the critical thinking skills necessary to achieve the domain, core competencies and essentials of the advanced practice nurse with the Doctor of Nursing Practice (DNP). Grounded in theory and evidence-based research, the course enhances the student's knowledge of health promotion and disease prevention and management strategies needed to care for the patient and family experiencing acute and chronic health problems in ambulatory and community settings. 8 credits Prerequisites: Graduate Core Courses, Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment. Corequisite: N760B.

N760B Advanced Nursing Science for the DNP: Family Nurse

Practitioner Clinical Practicum I

This course is the second of three advanced nursing science clinical courses for the preparation of the family nurse practitioner with the practice doctorate. The focus is on the development and refinement of the clinical appraisal and diagnostic skills needed by the advanced practice nurse with the Doctor of Nursing Practice (DNP) in ambulatory and community settings. The course enhances the student's ability to apply theories, standards of practice and evidence-based research to the care of patients with acute and chronic health problems. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic interventions, communication and professional role interaction. 4 credits Prerequisites: Graduate Core Courses, Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment. Corequisite: N760A.

N761A Advanced Nursing Science for the DNP: Family NP Theory II

This course is the second of two advanced nursing science theoretical courses for the preparation of the family nurse practitioner with the practice doctorate. The focus of this course is on the development and refinement of the critical thinking skills necessary to achieve the domain, core competencies, and essentials of the advanced practice

nurse with the Doctorate of Nursing Practice (DNP). Grounded in theory and evidence-based research, the course enhances the student's knowledge of health promotion and disease prevention and management strategies needed to care for the patient and family experiencing acute and chronic health problems in ambulatory and community settings. 8 credits Prerequisites: Graduate Core Courses, Advanced Pathophysiology, Advanced Pharmacology, Advanced Health Assessment, and N760A, N760B. Corequisite: N761B.

N761B Advanced Nursing Science for the DNP: Family Nurse

Practitioner Clinical Practicum II

This course is the second of two advanced nursing science clinical courses for the preparation of the family nurse practitioner with the practice doctorate. The focus is on the development and refinement of the clinical appraisal and diagnostic skills needed by the advanced practice nurse with the Doctor of Nursing Practice (DNP) in ambulatory and community settings. The course enhances the student's ability to apply theories, standards of practice and evidence-based research to the care of patients with acute and chronic health problems. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic interventions, communication and professional role

interaction. 3 credits Prerequisites: N760, N760B. Corequisite: N761A.

N770 Doctor of Nursing Practice Practicum I

This course is the first of two advanced nursing science residency courses for the preparation of advanced practice nurses with the practice doctorate. The focus is on development and refinement of the leadership skills needed by the advanced practice nurse. The 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. The student implements the role activities of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional interaction. 3 credits Prerequisites: Completion of DNP Year One courses and concurrent enrollment in N722.

N771 Doctor of Nursing Practice Practicum II

This course is the second of two advanced nursing science residency courses for the preparation of advanced practice nurses with the practice doctorate. The focus is on the refinement and synthesis of the leadership skills needed by these advanced practice nurses. This course enhances the student's 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. 3 credits Prerequisites: Completion of DNP Year One courses, N770 and concurrent enrollment in N772.

N772 Doctor of Nursing Practice Scholarly Project I

This course requires the development of a scholarly capstone project for the preparation of advanced practice nurses with the practice doctorate. The focus is on the identification and implementation of a specific activity that uses evidence to improve patient-focused organizational outcomes. The scholarly capstone project integrates knowledge from the DNP core and track courses, electives and clinical residency experience in the formulation of a capstone project that demonstrates advanced practice nursing leadership at the practice doctorate level. 2 credits Prerequisites: Completion of DNP Year One courses and concurrent enrollment in N770.

N773 Doctor of Nursing Practice Scholarly Project II

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

including clinical residency experiences. The scholarly capstone project demonstrates the student's attainment of the program outcomes and provides evidence of the student's knowledge and expertise as an advanced practice nurse at the practice doctorate level. 2 credits
Prerequisites: Completion of DNP Year One courses, N772 and concurrent enrollment in N771.

N774 DNP APN Residency I Doctor of Nursing Practice Advanced Practice Nursing 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. Prerequisites: Matriculated student in the Graduate School of Nursing Completion of the graduate core, advanced practice core, FNP specialty courses, and N 709 DNP Capstone Project Prospectus
Co-requisites: N 772 DNP Capstone Project I
4 credit hours

N775 DNP APN Residency II Doctor of Nursing Practice Advanced Practice Nursing Residency

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. Prerequisites: Matriculated student in the Graduate School of Nursing completion of the graduate core, advanced practice core, FNP specialty courses, N 709 DNP Capstone Project Prospectus, and N 772 DNP Capstone Project I, and N DNP Advanced practice Nursing Residency I

Co-requisites: N 773 DNP Capstone Project II
4 credit hours

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.

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 Prerequisites: PhD program matriculation or permission of instructor.

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 Quantitative Research Methods

This course provides students with an advanced study of research designs and methods used in quantitative nursing research. Analyses of quantitative methods that are currently used in biomedical, behavioral, social and nursing sciences are explored. 3 credits Prerequisites: N800 and N801, or permission of instructor.

N803 Theory: Critical Analysis and Application

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

N804/CTS 724 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, and 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.

N809 Dissertation Seminar

The purpose of the dissertation seminar is to assist students to (a) identify an important research problem, (b) develop a research question (satisfying the FINER criteria: feasible, interesting, novel, ethical, relevant), (c) create a research strategy to address this research question, and (d) sustain momentum in the completion of a written dissertation proposal. The seminar provides regular, organized opportunities for students to dialogue about dissertation ideas and present dissertation proposal work in progress to peers and faculty mentors. Additionally, research topics related to dissertation progression will be presented by experts in the field. This seminar is designed to augment (not replace) the one-to-one advising that each student receives from his/her dissertation

advisor. Participation is required for all students until proposal completion.

N810 Doctoral Practicum

This is an advanced graduate-level course which provides students with a mentored practicum experience in at least one of five key areas: research, leadership, education, scientific integrity, scholarship and team science. 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 Open to all graduate students.

N813 Research Reviews 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. Credit: 1
Pre requisites: Graduate of a PhD or DNP Program or permission of instructor.

N 820 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 cr. Pre Reqs: None

N890 Advanced Statistics

This course builds on N815 Statistical Analysis of Data to provide 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 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, multivariate analysis of variance (MANOVA) and logistic regression. 3 credits
Prerequisites: N815 or permission of instructor.

N895 Independent/Directed Study

This course is open to PhD students. The goal of independent study is to complement the PhD student's program in a way that helps him/her develop additional knowledge and skills that could not be reasonably gained with a traditional course offering. Plans for

study must be submitted in advance of registration on the Independent Study Advance Registration form obtained from the Graduate School of Nursing. 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 PhD program director. The student may take more than one independent study, but no more than nine credit hours may be applied toward the PhD degree. 1 to 3 credits
Prerequisite: Agreement with course faculty.

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.

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As of July 1, 2016

+ Joint appointment, primary faculty position is in the GSN

* Joint appointment, primary faculty position is in the School of Medicine

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