



**The University of Alabama at Birmingham
School of Nursing
Graduate Catalog
2008-2010**

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2008-2010 School of Nursing Handbook

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Nursing (Ph.D., D.N.P., M.S.N., A.M.N.P)

Degree Offered:	Ph.D.	Degree Offered:	M.S.N.
Director (Ph.D.):	<i>Pryor</i>	Director (M.S.N.):	<i>Hill</i>
Phone:	(205) 975-7529	Phone:	(205) 934-6587
E-mail:	erpphd@uab.edu	E-mail:	hillg@uab.edu
Degree Offered:	D.N.P.	Degree Offered:	A.M.N.P.
Director (D.N.P.):	<i>Holcombe</i>	Director (A.M.N.P.):	<i>Britt</i>
Phone:	(205) 996-9824	Phone:	(205) 996-9665
E-mail:	judyholc@uab.edu	E-mail:	sylviae@uab.edu
Website: www.uab.edu			

Graduate Faculty Listing

Anne, Alexandrov W., Professor (Nursing); Adult/Acute Health Chronic Care & Foundations

Appel, Susan J., Associate Professor (Nursing); Adult/Acute Health Chronic Care & Foundations

Azuero, Andres, Assistant Professor (Nursing); Community Health Outcomes & Systems

Brown, Kathleen C., Professor (Nursing); Community Health Outcomes & Systems

Childs, Gwendolyn, Assistant Professor (Nursing); Family/ Child Health & Caregiving

Dashiff, Carol, Professor (Nursing); Family/ Child Health & Caregiving

Eaves, Yvonne, Assistant Professor (Nursing); Family/ Child Health & Caregiving

Foote, Anne, Associate Professor and Interim Associate Dean, Clinical Affairs & Partnerships (Nursing); Adult/Acute Health Chronic Care & Foundations

Fordham, Pamela N., Assistant Professor (Nursing) Family/ Child Health & Caregiving

Grant, Joan S., Professor (Nursing); Adult/Acute Health Chronic Care & Foundations

Harper, Doreen C., Dean and Professor (Nursing); Community Health Outcomes & Systems

Hill, M. Gail, Associate Professor (Nursing); Adult/Acute Health Chronic Care & Foundations

Holcombe, Judith A., Associate Professor, and Assistant Dean for Program Evaluation (Nursing); Adult/Acute Health Chronic Care & Foundations

Holcomb, Lygia, Associate Professor (Nursing); Family/ Child Health & Caregiving

Ivey, Jean, Associate Professor (Nursing); Family/ Child Health & Caregiving

Johnson, Vicki Y., Assistant Professor (Nursing); Community Health Outcomes & Systems

Jukkala, Angela, Assistant Professor (Nursing); Community Health Outcomes & Systems

Keltner, Norman L., Professor (Nursing); Adult/Acute Health Chronic Care & Foundations

McGuinness, Teena , Professor (Nursing); Community Health Outcomes & Systems

McLain, Rhonda M., Assistant Professor (Nursing); Adult/Acute Health Chronic Care & Foundations

McNees, Patrick, Professor (Nursing); and Associate Dean for Research (SHP); Community Health Outcomes & Systems

Meneses, Karen M. Professor and Associate Dean for Research (Nursing); Adult/Acute Health Chronic Care & Foundations

Moneyham, Linda, Professor and Endowed Chair (Nursing); Community Health Outcomes & Systems

Moss, Jacqueline, Associate Professor and Assistant Dean for Clinical Simulation and Technology (Nursing); Community Health Outcomes & Systems

Park, Na-Jin, Assistant Professor (Nursing); Community Health Outcomes & Systems

Patrician, Patricia A., Associate Professor (Nursing); Community Health Outcomes & Systems

Pryor, Erica R., Associate Professor (Nursing); Community Health Outcomes & Systems

Rice, Marti, Associate Professor (Nursing); Family/ Child Health & Caregiving

Roberson, Anthony J, Assistant Professor (Nursing); Community Health Outcomes & Systems

Ross, Jill, Assistant Professor (Nursing); Family/ Child Health & Caregiving

Saenz, Karen Hughes, Assistant Professor (Nursing); Community Health Outcomes & Systems

Smith, Glenda L., Assistant Professor (Nursing); Family/ Child Health & Caregiving

Stullenbarger, Elizabeth, Professor, and Associate Dean for Academic Affairs (Nursing); Family/ Child Health & Caregiving

Turner-Henson, Anne, Professor (Nursing); Community Health Outcomes & Systems

Vance, David E., Assistant Professor (Nursing); Family/ Child Health & Caregiving

Vincent, Janice, Assistant Professor (Nursing); Family/ Child Health & Caregiving

Williams, Anne, Assistant Professor (Nursing); Adult/Acute Health Chronic Care & Foundations

Wilson, Lynda H., Professor (Nursing); Family/ Child Health & Caregiving

Wright, Mary Annette, Assistant Professor (Nursing); Family/ Child Health & Caregiving

Ph.D. Program Description

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

Ph.D Program Goals

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

Ph.D Admission Requirements

- A Master of Science in Nursing (MSN) degree from an accredited institution in the United States, or approved by the Minister of Education for schools of nursing in foreign countries, equivalent to that in the UAB School of Nursing;
- A minimum grade point average of 3.0 overall (based on a 4.0 scale) on all graduate level coursework;
- A combined score of at least 1100 on the verbal and quantitative sections of the Graduate Record Examination (GRE), plus an indication of writing skills. The scores must not be over 5 years old. For test information and registration: GRE – www.gre.org;
- For applicants from non-English speaking countries: a satisfactory TOEFL score (minimum 550);
- Computer literacy and access is required, with proficiency in word processing and e-mail correspondence, as well as familiarity and experience with the Internet. It is recommended that each student have their own personal computer meeting the specifications of the School of Nursing. (Specifications are available from the School of Nursing website);
- Eligibility for licensure as a Registered Nurse in the United States;
- A written goal statement which evidences congruence between the applicant's research interests and School of Nursing faculty research;
- At least one sample of independent written work (in English) that demonstrates the applicant's scholarship potential. Representative examples include a paper, proposal, report, or publication;
- A current curriculum vita;
- Three references from individuals with expertise to comment on the applicant's capability for research and scholarship (for example, University professors, employers); at least one of the references must be from a doctorally prepared nurse, and;
- A personal interview.

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

- A Bachelor of Science in Nursing (BSN) degree from an accredited institution in the United States, or approved by the Minister of Education for schools of nursing in foreign countries, equivalent to that in the UAB School of Nursing;
- A minimum grade point average of 3.0 overall (based on a 4.0 scale) on all undergraduate level coursework;
- A combined score of at least 1100 on the verbal and quantitative sections of the Graduate Record Examination (GRE); plus an indication of writing skills. The scores must not be over 5 years old; For test information and registration: GRE – www.gre.org;
- For applicants from non-English speaking countries: a satisfactory TOEFL score (minimum 550);
- Computer literacy and access is required, with proficiency in word processing and e-mail correspondence, as well as familiarity and experience with the Internet. It is recommended that each student have their own personal computer meeting the specifications of the School of Nursing. (Specifications are available from the School of Nursing website);
- Eligibility for licensure as a Registered Nurse in the United States;
- A written goal statement which evidences congruence between the applicant's research interests and School of Nursing faculty research;
- At least one sample of independent written work (in English) that demonstrates the applicant's scholarship potential. Representative examples include a paper, proposal, report, or publication;
- A current curriculum vita;
- Three references from individuals with expertise to comment on the applicant's capability for research and scholarship (for example, University professors, employers); at least one of the references must be from a doctorally prepared nurse, and;
- A personal interview.

Ph.D. Degree Requirements

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

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

Postdoctoral Study

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

D.N.P. Program Description

The DNP is a practice-focused terminal degree to prepare graduates to practice at the highest level in specialty practice or to assume leadership positions in healthcare. Graduates of the DNP program will focus on providing care to populations and communities with an emphasis on improving quality and access to underserved, diverse populations. The three components of the DNP are advanced clinical specialty practice, leadership, and practice inquiry. Graduates will employ abilities and skills in these areas to advocate for reasonable, rational, and data-driven health regulations, standards,

and evidence-based practices; sustain collaborative and strategic relationships, promote innovative, effective health care programs; and form partnerships with diverse groups to address health disparities. In addition, graduates will be prepared to assume clinical faculty positions to address the critical nursing faculty shortage.

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

D.N.P. Program Goals

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

D.N.P Admission Requirements

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

- A master's degree in an area of advanced nursing practice (Nurse Practitioner, Clinical Nurse Specialist, Nursing Administration, or Nurse Anesthetist) from a regionally accredited institution; equivalent to that in the UAB School of Nursing;
- Current professional certification as an Advanced Practice Nurse (if applicable);
- A graduate grade point average of at least 3.0 overall (based on a 4.0 scale) or on the last 60 hours of earned credit;
- Two favorable completed *Evaluation Forms* from persons who have knowledge of the applicant's potential for success for graduate nursing studies and advanced practice nursing;
- Evidence of a license as a (1) Registered Nurse and (2) Advanced Practice Nurse or eligibility in the state in which the applicant plans to practice. Both documents must be notarized if the applicant is not a licensed nurse in Alabama;
- Personal goal statement that is congruent with the program goals (300 words or less);
- Resume or Curriculum Vitae; and
- A personal interview by phone or in person with a School of Nursing faculty member or designee.

D.N.P. Degree Requirements

Candidates for the DNP degree must complete the following requirements: Completion of all

coursework and clinical experiences based on the student's Program of Studies, with an overall GPA of 3.0 or better, and grades of B or better in all required courses in the School of Nursing.

M.S.N. Program Description

The MSN curriculum is designed to prepare nurses for advanced generalist or specialty practice, advanced nursing roles, and doctoral study in nursing. Preparation for advanced study in nursing at the MSN level is available in a variety of specialties and advanced roles including Nurse Practitioner, Clinical Nurse Specialist, Nurse Educator, Nursing Informatics, and Nurse Administrator. Students are admitted to master's study each term. Students may elect a five terms or longer program of study depending on their individual needs. The program of study is designed to meet the needs of the student with regard to full-time or part-time study. All nursing core courses and the majority of the master's specialties are offered in the distance accessible (online) format. Clinical experiences for the MSN student are designed on an individual basis. The student contracts to work with a clinical preceptor who is a certified registered nurse practitioner, a registered nurse, or a physician. The total number of clinical hours required varies depending on the option that selected. Students must meet the full-time relevant clinical practice experience requirement of the specialty and have a current RN license in the state in which they will do their clinical practice prior to enrolling in the advanced practicum courses. Because only a limited number of applicants can be accommodated in a given academic year, some well-qualified applicants may not be offered admission. In cases where there are more qualified applicants than slots available, the School of Nursing accepts the most qualified who apply.

Non-Degree Options at the MSN Level

Post MSN Nurse Practitioner Specialties- MSN graduates who wish to take a designated program of study in preparation for sitting for one of the nurse practitioner certification examinations may apply for non-degree graduate status. This category is called the Post MSN Nurse Practitioner Option.

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

M.S.N. Program Goals

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

M.S.N. Admission Requirements

Requirements for admission for the MSN degree include the following:

- BSN degree from a regionally accredited institution, equivalent to the one offered by the School of Nursing, UAB;

- Cumulative grade point average of at least 3.0 on a 4.0 scale or on the last 60 semester hours; (Graduates of baccalaureate degree programs in countries other than the United States must have their baccalaureate degree transcripts evaluated by the Educational Credential Evaluators, Inc. OR The World Education Services Organization);
- Combined score of 1,000 on verbal and quantitative sections of the GRE; or score of 410 on the MAT; or score of 480 on the GMAT; Test scores submitted to UAB from the GRE, GMAT, or MAT must not be over 5 years old. Applicants with at 3.2 GPA or better may waive the Test Score requirement if they meet the criteria, please see: [GRE/GMAT/MAT Waiver Process for degree seeking MSN students](#) ;
- International students must achieve a TOEFL examination score of at least 550; and
- Two (2) letters of professional reference attesting to the applicant's potential for graduate study.

M.S.N. Degree Requirements

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

A.M.N.P. Program Description

The Accelerated Master's Entry to Nursing Pathway (AMNP) is an alternate pathway into the existing master's in nursing (MSN degree) for applicants who have a bachelor's degree in a field other than nursing, who are not registered nurses, and who seek MSN preparation as a Clinical Nurse Leader (CNL). The AMNP, developed in response to the growing need for well-educated, highly skilled professionals who can manage complexity within clinical environments. The AMNP program is not intended to prepare individuals for a specific job title as a "Clinical Nurse Leader;" graduates will likely obtain various professional positions from different employers. It is also anticipated that new CNL grads will be hired as novice nurses in whatever position they seek.

A.M.N.P. Admission Requirements

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

- Applicants must have earned a minimum of a baccalaureate degree from a regionally accredited college/university prior to beginning classes.
- GPA- The minimum cumulative AND foundational GPA for all AMNP applicants is 3.0 at the time of application.
- Combined score of 1,000 on verbal and quantitative sections of the GRE; or score of 410 on the MAT; or score of 480 on the GMAT; Test scores submitted to UAB from the GRE, GMAT, or MAT must not be over 5 years old. Applicants with at 3.2 GPA or better may waive the Test Score requirement if they meet the criteria, please see: [GRE/GMAT/MAT Waiver Process for degree seeking MSN students](#) ;
- International students must achieve a TOEFL examination score of at least 550;
- Two (2) letters of professional reference attesting to the applicant's potential for graduate study.
- A resume, outlining health care interest/experience, campus/community involvement, leadership and employment. Resumes should not be more than one page in length. Applicants are strongly encouraged to provide proof of work/volunteer experience in a healthcare setting as part of the application process. The healthcare work is to be documented by letters from a supervisor (on agency letterhead). Completion of a nursing skills course does not meet this criterion.
- Interviews- Due to the competitive nature, not all candidates that qualify for admission will be invited for interviews. Applicants will be notified by Friday, January 29' 2010 if invited to participate in the interview round for continued consideration for admission. All interviews will be conducted in February, 2010. You will be given ample time to plan for a trip to campus if you are

selected to be interviewed. Students will be notified by no later than March 1, 2010 of admission decision.

- Upon receipt of ALL official transcripts, course work will be evaluated for advisement purposes regarding AMNP Foundational Courses.

A.M.N.P. Degree Requirements

The Program is divided into two phases: (I) the Pre-licensure phase and (II) the CNL phase. Students in the Phase I must be prepared to dedicate 40 hours or more a week to the coursework and clinical for this program. Students find that it is not feasible for them to work while completing Phase I of this program. This is not a distance accessible program. Students must successfully complete Phase I and Phase II of the program to earn a degree in nursing.

Phase I: The pre-licensure phase: 50 Credits, 1395 contact hours

Phase I consists of 12 months of full time study during which students complete the required courses and clinical experiences equivalent to a BSN degree in preparation to apply for licensure as a registered nurse. While this will be an intense learning experience, students will emerge with the knowledge and skills required to function as a registered nurse. Upon successful completion of Phase I requirements, the University Registrar at UAB will send a certified letter to the Alabama Board of Nursing stating that students have successfully completed requirements equivalent to a BSN degree and are eligible to take the National Certification Licensure Exam for RNs (NCLEX-RN). Students who successfully complete the NCLEX-RN may subsequently apply for licensure and subsequently apply for employment as a Registered Nurse.

Phase II: The CNL Phase: 22 Credits, 675 contact hours

Phase II consists of four semesters of part time study via distance education through the school of nursing and immersion in clinical work as a registered nurse. The part-time CNL phase focuses on developing an exciting new role in nursing, the Clinical Nurse Leader (CNL). Successful completion of Phase II leads to a Master of Science in Nursing degree (MSN) as a Clinical Nurse Leader with eligibility to take the CNL board certification exam.

A.M.N.P. Program Goals

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

Financial Aid

Many opportunities for financial aid are available in the form of living stipends, tuition and fee coverage and support for scholarship. Opportunities include graduate teaching or research assistantships; Graduate School fellowships; scholarships; and federal professional nurse traineeships. For a complete list of available financial aid and scholarships please visit <http://main.uab.edu/sites/nursing/9295/> or contact the Office of Development in the School of Nursing at (205) 975-8936.

Other Policies of the School of Nursing

All students enrolled in clinical nursing courses (excluding the AMNP Program) must show proof of current nursing licensure from the state in which the student engages in clinical practice for their coursework, current CPR certification, OSHA training session on Bloodborne Pathogens and TB Occupational Health, and have medical clearance from UAB Student Health Services and complete an online orientation program prior to beginning classes.

Additional Information

Deadline for Entry Term(s):	Variable
Deadline for All Application Materials to be in the Graduate School Office:	Variable
Number of Evaluation Forms Required:	Program Specific
Entrance Tests	Variable
Comments	See School of Nursing website for details
Graduate Catalog Description	

For detailed information regarding the Graduate Nursing programs, contact the Student Nurse Recruiter, UAB School of Nursing, NB 201A, 1530 3rd Avenue South, Birmingham, AL 35294-1210. Telephone 205-975-7529

E-mail: jacobsen@uab.edu

Web <http://www.uab.edu/son/>

Course Descriptions

Unless otherwise noted, all courses are for 3 semester hours of credit. Courses numbers preceded with an asterisk indicate courses that can be repeated for credit, with stated stipulations.

Ph.D.

NBB 760. Biobehavioral Foundations in Nursing Research - Focuses on biobehavioral interactions among psychological and cognitive domain, social and environmental domain and biology as they affect health outcomes. The emphasis will be placed on the theories and concepts of each domain of biobehavioral interactions. 3 credit hours. (Online)

NBB 761. Biobehavioral Research: State of the Sciences - Focuses on in-depth exploration and critical analysis of current biobehavioral interaction research including conceptual and methodological issues. Examines the effectiveness of interventions on biobehavioral domains and health outcomes and identifies future directions for research. 3 credit hours. (Online)

NCH 760. Child Health Theories and Concepts - This course will focus on selected theories and concepts related to child health, child health nursing and child health nursing education. Emphasis will be on the theoretical underpinnings of the theories and concepts, major theorists associated with the theories and concepts, measurement strategies and instruments, and implications for research, education, and practice. 3 credit hours. (Online)

NCH 761. Emerging Issues in Child-Health Nursing - This course will focus on emerging issues in child health, child health nursing and child health nursing education. Emphasis is on current thought, state of the science and research related to topics which affect the health and lives of infants, children, and adolescents. Pivotal MCH, public health resources and the latest research and information will be used to guide discussion. 3 credit hours. (Online)

NFH 760. Family Health/Caregiving Across The Lifespan - The reciprocal relationship between family functioning and health is well known. The family plays an important and substantial role in the well-being of individuals and in turn, family relationships and functioning are significantly influenced by the health behaviors and status of family members. Families continue to be the major source of caregiving across the lifespan and a rapidly growing body of research speaks to the positive and negative correlates of family caregiving for persons with crisis, chronic or terminal health problems.

The study of caregiving within the context of the family lifespan offers the student an opportunity to understand health and illness within a framework of human development, interaction, and adaptation, as well as cultural and gender norms. 3 credit hours. (Online)

NFH 761. Theory Development In Family Health And Caregiving - This is a survey course in which students develop skill in evaluating selected theories for their current or potential relevance to research on family health, individual health in the context of the family, and family caregiving processes in health and illness. Students become conversant with a range of family and caregiving theories toward the goal of assessing their relevance for further knowledge development in family health and caregiving processes. Students will evaluate whether empirical findings refute or support traditionally accepted or theoretically based knowledge; they will review empirical literature to draw conclusions regarding emerging theories, associated constructs and hypotheses; and they will propose testable theoretically-derived hypotheses and theoretically-driven family focused interventions aimed at altering health status of families. 3 credit hours. (Online)

NFH 762. Family Research Methods - This course provides the student with the opportunity to develop skill in the critical analysis and application of family research methods as a foundation for conducting family research. In this course, students analyze and apply research findings and acquire and apply the knowledge necessary to implement family research studies. Students examine the utilization of exploratory, descriptive, longitudinal, and experimental designs in family studies, apply techniques for strengthening designs and address instrumentation, sampling, data collection, and analysis issues particular to family research. Experience is gained in instrument evaluation and selection, decision-making regarding level of variable formation, model validation through multiple measurement, and selection of appropriate statistical tests to capture the complexity and dynamic nature of the family. 3 credit hours. (Online)

NPR 760. Conceptual Foundations for Promoting, Protecting, and Restoring Health - This course will be focused on theories, concepts and research related to promoting, protecting and restoring health. Students are expected to analyze cultural, social, racial and gender influences on health and research related to health promotion, protection and restoration. 3 credit hours. (Online)

NPR 761. Interventions to Promote, Protect, and Restore Health - This course will be focused on in-depth exploration and critical analysis of current intervention research including conceptual and methodological issues. In addition, the course will be focused on designing research to evaluate the outcomes of interventions designed to promote, protect or restore health on individuals or community groups. 3 credit hours. (Online)

NRM 770. Designs for Nursing Studies I - In this course, special emphasis is placed upon the beginning phases of the research process, including formulation of research questions/aims, integration of theory and/or conceptual framework in the development of research, the critique and review of knowledge that support an identified area of research, and the discussion of the type of research design. Cultural implications and ethical standards for research will be addressed. 3 credit hours. (Online)

NRM 771. Methods/Measurement In Nursing Research - Instrumentation in nursing research involves measurement of biological, psychological and/or sociological aspects of human systems. This course is an overview of the theories, principles and techniques that yield reliable and valid measurement of human systems. Opportunities will be provided to evaluate the psychometric properties of selected measures and strategies. This course is designed to aid the student in writing the measurement section of a research proposal in the focal area. 3 credit hours. (Online)

NRM 772. Designs of Nursing Studies II - This course focuses on sampling, collection of data, data analysis plans, presentation of findings, conclusions in various research designs and the reintegration of the findings into the body of knowledge in an identified area of research. Ethical and cultural issues related to the conduct of research will be addressed. Students will develop a research proposal. 3 credit hours. (Online)

NRM 773. Qualitative Research Methods - This core course focuses on sampling, design, analysis plans, presentation of results, findings, and conclusions in various research designs and the reintegration of the findings into the body of knowledge in an identified area of research. Ethical and cultural issues related to the conduct of research are also examined. 4 credit hours. (Online)

NST 776. Linear Models For Clinical Nursing Research - This course is designed as a survey course on the application of advanced General Linear Model and related techniques in health care research. The course will focus on application to research questions of importance to nursing, with an emphasis on practice-related problems. 3 credit hours. (Online)

NST 777. Multivariate Statistical Methods For Clinical Nursing Research - This course is designed as a survey course on the application of multivariate techniques in health care research. The course will focus on application of multivariate statistical methods to nursing-related research questions, with emphasis on interpretation within clinical nursing research problems. 3 credit hours. (Online)

NUR 706. Theory Building in Nursing - This course focuses on the nature of knowledge in practice disciplines with an emphasis on philosophy of science as an underpinning for knowledge development and research; approaches to theory, statement, and conceptual development, and criteria for evaluation of theory. Students examine a variety of sources regarding the nature and modes of theory, model, and concept development in practice disciplines. They select research literature in their substantive area for isolation of concepts, theories, and research contexts to assess congruence between theoretical and operational systems, and suggest ways to remedy problems. They interpret research reports in their substantive area from a theory development and testing perspective, providing a visual schematic representation of their analysis. Through group interaction, they formulate conclusions about the state of the art and forecast directions for theory development as a basis for practice. Each student develops a personal philosophy of science. Admission to PhD program in nursing or permission of instructor. 4 credit hours. (Online)

NUR 730. Current Topics in Nursing - A special topic seminar with variable focus. 1 - 3 credit hours. (Online)

NUR 750. Quantitative Research Methods - This course is a survey of quantitative research methods and the first required, research core course in the doctoral nursing program. The course is designed to prepare doctoral nursing students with the research knowledge and skills to: (1) use current research findings to improve practice, (2) use the process of research to examine questions identified in one's own nursing practice, and (3) contribute to expansion of nursing's knowledge base. This course will also include integration of the following elements and/or activities: critical thinking, synthesis of quantitative research literature, scholarly writing, scientific integrity and ethics, human diversity, and social issues. The advanced practice role emphasis of this course is that of investigator, research collaborator, and content expert in a selected practice field. Students must have a solid foundation in computer utilization and accessing scientific sources by internet. 3 credit hours. (Online)

NUR 752. Responsible Conduct of Research: A Cross-Cultural Perspective - This course will examine a wide range of historical and modern treatises that have shaped ethical practice in the dominant western culture as well as medical ethical theories in other cultures. The course will emphasize comparing and contrasting various world views of ethical research practice from a cultural and global perspective. The content will focus on the pillars of liberal political theory which include respect for persons, autonomy, justice and rights-based codes. In addition, the expectations and regulations of Institutional Review Boards will be examined with an emphasis on developing effective strategies to anticipate procedural problems and expedite approval of student research applications. In addition, students will complete and provide proof of current completion of the UAB IRB training course (within 12 months) as an initial pass/fail learning activity. This course will also include integration of the following elements and/or activities: critical thinking, informatics, collaboration, scholarly writing, preparing/giving professional presentations, theory evaluation and application, human diversity, cultural competence, global concerns and health disparity issues. The advanced role emphasis of this course is that of investigator, research collaborator, and content expert in a selected practice field. 2 credit hours. (Online)

NUR 754. Issues in Leadership and Health Policy - This graduate core course is designed to prepare doctoral nursing students with advanced theory in health care leadership and analysis of health policy: (1) examine theories of leadership behavior to improve the delivery and or provision of nursing care, (2) examine aspects of leadership in policy analysis and advocacy, (3) develop an evidence-based foundation for practice as a nursing leader and (4) contribute to the improvement of patient care across the health care continuum through leadership. This course will also include integration of the following elements and/or activities: critical thinking, informatics, current technologies for information retrieval and data management, collaboration, scholarly writing, preparing/giving professional presentations, theory evaluation and application, scientific integrity and ethics, human diversity, cultural competence and health disparity issues. The advanced role emphasis of this course is that of research team leader, academic administrator, health policy advocate and content expert in a selected practice field. 3 credit hours. (Online)

NUR 756. Applied Statistical Analysis Techniques - This required core course in the Doctor of Philosophy program is intended to provide the student with the basis to search, retrieve, and manipulate statistical data. It provides an underpinning for the understanding of research methods and findings, and supports clinical scholarship practice. 4 credit hours. (Online)

NUR 781. Clinical Research Protocols - Developing and Testing Clinical Research Protocols - Protocols are guidelines for systematic implementation of a procedure or routine. Research protocols are important in that they: permit tracking of study procedures, decrease study treatment variation, minimize bias, facilitate communication among investigative team members and enhance dissemination and replication of study procedures. This online course is designed to provide research coordinators and new investigators with the knowledge and experience of developing, testing and refining clinical research protocols. Samples of protocols from actual clinical studies will be used to illustrate protocol design and testing issues. 2 credit hours. (Online)

NUR 790. Independent Study in Nursing – 1 - 9 credit hours.

NUR 791. Independent Study in Clinical Nursing – 1 - 9 credit hours.

NUR 798. Research Practicum - The practicum is a series of course credits taken throughout the student's doctoral coursework to provide continuous research experience under the supervision of the mentor. 1 - 6 credit hours.

NUR 799. Dissertation Research - Prerequisites: Comprehensive Examination and admission to candidacy. 1 - 9 credit hours.

D.N.P.

Course Descriptions

CORE REQUIREMENTS

NUR 731: Philosophical, Theoretical and Conceptual Foundations. (3 credits). This required core course for the Doctor of Nursing Practice program provides an understanding of the use of theory and conceptual foundations to guide the complexity of specialty nursing practice at the doctoral level. The content is derived from the philosophical and scientific underpinnings of nursing, natural, and psycho-social sciences. **(Essential I)**

NUR 732: Design and Statistical Methods for Advanced Nursing Practice. (3 credits). This required course for the Doctor of Nursing practice program provides the student with the basis to search, retrieve, and manipulate statistical data. The focus of this course is on quantitative methodologies, research design, and data analysis. The content provides essential knowledge for the evaluation of research to guide evidence-based nursing practice at the highest level. **(Essential III).**

NUR 733: Informatics for Advanced Practice Nursing. (3 credits). This course focuses on the collection, organization, analysis, and dissemination of information in nursing and health care. Students are introduced to the specialty of nursing informatics, the information system life-cycle, telemedicine, and the use of technology to enhance nursing care delivery and patient safety. Also, students learn how to design, use, and manipulate large and small patient databases for the analysis of patient outcomes. **(Essential IV).**

NUR 735: Population Health in Advanced Practice. (3 credits). This course for the Doctor of Nursing Practice program prepares the student to implement specialty population-based disease prevention and health promotion activities to achieve national and international goals of improving worldwide health status. The course focuses on a spectrum of issues affecting health, which include emerging infectious diseases, emergency preparedness, disparities in health and healthcare services, and the impact of behavior and lifestyle choices on health. **(Essentials V and VII).**

NUR 736: Application of Best Practices. (4 credits). This required course in the Doctor of Nursing Practice program prepares the student to evaluate interdisciplinary clinical and health systems for best practices and outcomes in the specialty area. Students acquire the knowledge, skills, and tools to support, promote, and implement evidence-based specialty practice in nursing and health care delivery systems to improve health outcomes. Emphasis will be placed upon the synthesis, critique, and application of evidence to support quality clinical and organizational practices. **(Essentials II, III, and IV)**

NUR 737: Interdisciplinary Leadership and Role Development for Practice Excellence. (3 credits). This required course in the Doctor of Nursing Practice program prepares students for organizational and systems leadership and knowledge and skills critical to role development in independent and inter and intra-disciplinary practice. Content includes communication, conflict resolution, collaboration and negotiation, leadership, and team functioning to maximize success in the establishment of safe, effective patient-centered care in complex environments. **(Essentials I, II, III, and V)**

NUR 738: Scholarly Project Development Seminar. (2 credits). This required course is designed to assist the student in selecting an area of interest within a practice specialization, and in demonstrating professional competencies related to an area of interest. The student will document previously acquired abilities and competencies in a professional portfolio. Students will participate in the seminar to obtain guidance, be involved in discussion, and receive peer suggestions about the portfolio and practice plans. **(Essential 1)**

NUR 739: Scholarly Practice Project. (3-7 Credits). This required course is the capstone clinical course in all advanced practice tracks. The student presents evidence of achievements and competencies in a professional portfolio. The practice residency is completed in a specialty area of the student's choice. One credit hour of each semester of the residency is devoted to classroom seminar. The seminar focuses on the aspects of the final practice project and interventions that promote health, prevent illness and disability, and alleviate health disparities. Small group sessions are formed for students who are at similar stages of completion of the course requirements. The final project is selected and planned by the student and the advisor and is implemented during this course. The student completes the project, evaluates the outcomes, disseminates the findings, and makes a formal, scholarly presentation to faculty and peers. **(Essentials I, VIII)**

NUR 740: Health Policy and Politics: Implications in Health Care. (3 credits). This required core course in the Doctor of Nursing Practice program focuses on the basic principles of health policy and the influence of the political process as a systematic approach to health care in the United States and internationally. The course prepares students to assume complex leadership roles in order to advance specialty practice and health. This course focuses on the unique challenges of engaging and influencing health care policy in the U.S. and internationally. It is designed to develop skills, techniques, and approaches to the critical analysis of health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums. The health policy framework is analyzed from a governmental, institutional, and organizational perspective. **(Essentials I, II, III and V).**

D.N.P. SUPPORT COURSEWORK

NUR 611. Management of Diabetes Mellitus: This course will provide a multi-disciplinary framework for the identification of those at risk or who already possess the metabolic syndrome, frank type 2 diabetes mellitus and its complications.

NOM 611. Creativity, Research, and Problem Solving Tools: This course provides an introduction to concepts, theories/schools of thought, and resources in the areas of outcomes measurement and quality management. **(2 credit hours)**

NUR 613. Pharmacology and Therapeutics: This course focuses on analysis and utilization of principles of pharmacology and pharmacokinetics for the purpose of planning, implementing, and evaluating therapeutic pharmacological interventions.

NCC 613. Acute Care Pediatric Pharmacology: This course will provide information necessary to safely and competently prescribe medications for infants, children, and adolescents. **(1 credit hour)**

NPE 613. Primary Care Pediatric Pharmacology: This course provides students with information necessary to safely and competently prescribe, medications for infants, children, and adolescents. **(1 credit hour)**

NUR 619. Health Issues of African Americans/Latinos: This course provides students with an overview of health issues and health disparities confronting African American and Latinos in the United States.

NCV 630. Advanced Cardiovascular Nursing: This course will provide a conceptual base for students to diagnose and treat human responses to actual and/or potential cardiovascular health problems with concomitant biophysical, psychological, sociocultural and spiritual environmental variables.

NCV 631. Electrocardiology for Advanced Nursing Practice: Concepts presented in this course include the biophysical, psychological, developmental, and adaptive nature of the human being as it relates to the formation, function, and regulation of the cardiac electrical system.

NGN 631. Gerontology/Geriatrics for Advanced Nursing Practice I: Gerontology and geriatrics for Advanced Nursing Practice.

NGN 632. Chronic Health Conditions: This course is designed to provide students with the opportunity to integrate knowledge of selected chronic conditions with previously acquired knowledge concerning the management of health care of patients.

NPA 626. Palliative Care for Advanced Nursing Practice: This course provides a theoretical and practical foundation for students to diagnose and manage the health needs of the palliative care patient and family in the delivery of culturally competent care across the life span.

NPA 627. Palliative Care for Advanced Nursing Practice: This course is designed to provide the student with opportunities to integrate in-depth knowledge of health assessment and management skills to provide care for patients with commonly occurring palliative care problems.

NHSA630. Health Services: This course is designed to provide students with the opportunity to integrate clinical skills with business know-how with emphasis on a diverse work force, customer service, and risk management.

NGSA 640. Nursing Economics: Topics include a basic introduction to economics as it applies to nursing, the nursing labor and service markets and critical professional economic issues facing nursing today.

NTC 650. Instructional Strategies for Teaching in Nursing: This course is an introduction to a systematic approach to developing and implementing adult learning experiences.

NTC 652. Program and Curriculum Development in Nursing: This course is an introduction to the educational development process with content that is applicable to course, educational program, and/or curriculum development.

NTC 654. Evaluation of Instruction: This course provides an overview of evaluation techniques applicable to a variety of health related educational settings and learners.

NUR 630. Principles of Epidemiology: This course is intended to provide the advanced practice nurse with a working knowledge of epidemiology and biostatistics as they relate to nursing practice.

NUR 633. Growth and Development: The content of this course is centered on major theories of development including physiological, psychoanalytic, social, stimulus-response, cognitive, and moral.

NUR 637. Genetic Principles and Issues: This course introduces basic genetic concepts and their application to advanced nursing practice.

NUR 644. Principles of Developmental Care for Newborns and Infants: The content of this course provides students an overview of individualized care for newborns and infants to promote optimal development of high risk infants and families.

NUR 642. Study Away in Honduras for additional information.

M.S.N. Degree

A.M.N.P. Pre-Licensure Phase

Course Descriptions

NUR 501. Foundations of Professional Nursing - NUR 501 focuses on the practice of professional nursing as an evidence-based, goal-directed activity for assisting patients to achieve optimal health by meeting basic human needs, providing holistic care, and engaging in health promotion. Concepts of communication, interpersonal relationships, and nursing process as clinical decision-making strategies are introduced. Chronic and long-term internal and external environmental variables that affect the health of adults are explored. The professional roles of caregiver and advocate are developed in diverse learning experiences. Admission to the School of Nursing is required. 3 credit hours.

NUR 502L. Foundations of Clinical Practice - In this practicum component of Foundations of Professional Nursing, students are guided in the application of content studied in the theoretical portion of the course. Competencies needed by the nurse generalist in the care of adult patients are introduced and practiced. Critical thinking and clinical decision-making skills utilized by the nurse caregiver are emphasized in diverse health care settings. 3 credit hours.

NUR 503. Nursing Care of Older Adults - NUR 503 focuses on the unique needs of older adult patients who require nursing care in a variety of healthcare settings. The older adult as a heterogeneous, holistic person is emphasized in light of current and future health care needs. Concepts of healthy aging and care in the preventive, restorative, acute, and chronic domains are explored. The professional role of the nurse as advocate is developed in diverse learning activities. Prerequisite: NUR 505, NUR 506L, NUR 507, NUR 508L and NUR 513. 3 credit hours.

NUR 504L. Concepts and Skills for Professional Nursing - NUR 504L provides basic nursing skills that will form the foundation for more complex knowledge and skills in subsequent nursing courses. Current nursing trends, legal, ethical (e.g., confidentiality, documentation), quality, safety, and health concepts are reinforced throughout the course. The role of caregiver is presented as an integral part of the health care team. Learning experiences occur in the nursing skills laboratory. Although knowledge and skills in this course are focused on the adult population, many of the concepts are transferable to care of patients across the lifespan. Admission to the School of Nursing is required. 2 credit hours.

NUR 505. Nursing Care of Adults - NUR 505 focuses on patients across the adult lifespan who require nursing care in chronic and acute health care settings. Internal and external environmental variables that have implications for interventions that promote risk reduction and health are examined. Emphasis is placed on evidence-based clinical decision-making in promoting health, meeting physiological needs, and providing holistic care during illness and at end of life. The professional roles of the nurse are further developed in increasingly complex learning experiences. Prerequisite: NUR 501, NUR 502L, NUR 504L, NUR 512 and NUR 514L. 4 credit hours.

NUR 506L. Clinical Practice With Adult Patients - In this practicum, students apply content learned in the companion theory course, NUR 505 Nursing Care of Adults. Competencies needed by the nurse generalist in the care of adult patients are developed in increasingly complex learning experiences. Critical thinking, clinical decision-making, and leadership skills utilized by the nurse caregiver in a variety of health care settings are emphasized. Prerequisite: NUR 501, NUR 502L, NUR 504L, NUR 512 and NUR 514L. 4 credit hours.

NUR 507. Promoting Healthy Childbearing and Childrearing Families - NUR 507 focuses on the practice of professional nursing as an evidence-based, goal-directed activity for assisting childbearing and childrearing families to achieve optimal health by meeting basic human needs, providing holistic care, and engaging in health promotion. Concepts of communication, interpersonal relationships, and nursing process as a clinical decision-making strategy are reinforced. Chronic and acute internal and external environmental variables that affect the health of women during pregnancy, neonates, children, and adolescents are explored. The professional roles of caregiver and educator are developed in diverse learning experiences. Prerequisite: NUR 501, NUR 502L, NUR 504L, NUR 512 and NUR 514L. 3 credit hours.

NUR 508L. Clinical Practice with Childbearing and Childrearing Families - : In this practicum, students apply content learned in the companion theory course, NUR 507 Promoting Healthy Childbearing and Childrearing Families. Competencies needed by the nurse generalist in the care of childbearing and childrearing families are developed in increasingly complex learning experiences. Critical thinking, clinical decision-making, and leadership skills utilized by the nurse caregiver in primary and secondary healthcare settings are emphasized. NUR 501, NUR 502L, NUR 504L, NUR 512 and NUR 514L. 3 credit hours.

NUR 509. Nursing in Communities - In this theory course, students will analyze theories, processes, issues, demographic data, and epidemiological trends that affect population aggregates within communities. Emphasis is on increasing knowledge of professional roles to promote nursing care focused on illness and injury prevention, health promotion, health maintenance, health education and coordination of care for aggregate groups in diverse community settings. Prerequisite: NUR 505, NUR 506L, NUR 507, NUR 508L and NUR 513. 2 credit hours.

NUR 510L. Clinical Practice in Communities - In this practicum course, students will apply community and public health concepts in the care of individuals, families, groups, and communities in diverse clinical settings. Emphasis is on increasing knowledge of professional roles to promote nursing care focused on illness and injury prevention, health promotion, health maintenance, health education and coordination of care for aggregation groups in diverse community settings. Prerequisite: NUR 505, NUR 506L, NUR 507, NUR 508L and NUR 513. 2 credit hours.

NUR 511 (Course changed to NUR 515 effective Spring 2010). Psychiatric Mental Health Nursing - Content in NUR 511 will emphasize communication and therapeutic nursing interventions for patients experiencing mental disorders. The course focuses on the use of critical thinking and

clinical decision-making skills in the promotion, maintenance and restoration of optimum mental health of individuals and families. Emphasis is placed on the independent and collaborative roles of nursing in identifying risk factors for mental disorders, assessing mental health status, and designing and implementing psychobiological and psychosocial interventions associated with expected therapeutic outcomes. Prerequisite: NUR 612, NUR 505, NUR 506L, NUR 507 and NUR 508L. 2 credit hours.

NUR 512. Pathophysiology for the Advanced Generalist - NUR 512 is designed to provide the student with an opportunity to build upon existing knowledge of basic physiology. Emphasis is placed on the use of critical thinking to apply physiologic principles in explaining adaptations to pathogenic changes in the systems discussed. Admission to the School of Nursing is required. 3 credit hours.

NUR 512L (Course changed to NUR 516L effective Spring 2010). Clinical Practice in Psychiatric Mental Health Nursing - This clinical course focuses on promotion, maintenance, and restoration of mental health of individuals and families. Clinical experiences provide students with opportunities to utilize skills in the therapeutic use of self, critical thinking, and nursing process with patients in psychiatric mental health clinical settings. Prerequisite: NUR 612, NUR 505, NUR 506L, NUR 507 and NUR 508L. 2 credit hours.

NUR 513. Pharmacology and Therapeutics for the Advanced Generalist - This course focuses on the analysis and utilization of principles of pharmacology, pharmacodynamics and pharmacokinetics for the purpose of planning, implementing and evaluating therapeutic pharmacological interventions. The unique characteristics of special populations related to therapeutic needs, as well as drug absorption, metabolism and excretion are defined. Prerequisite: NUR 501, NUR 502L, NUR 504L, NUR 512 and NUR 514L. 3 credit hours

NUR 513 (Course changed to NUR 517 effective Spring 2010). Leadership in Professional Nursing - This course focuses on leadership and management theories and models, resource allocation and management, delegation, conflict resolution, legal implications of practice, managed care, evaluation of practice, continuous quality improvement, healthcare systems, and contemporary issues in the workplace. Students assimilate the above information to use as a basis for practicing the leadership role in the companion residency course. Prerequisite: NUR 612, NUR 505, NUR 506L, NUR 507 and NUR 508L. 2 credit hours.

NUR 514/514L. Health Assessment for the Advanced Generalist - This course is designed to provide the advanced generalist nursing student with the skills and knowledge to support critical thinking and diagnostic reasoning while conducting health assessments and planning nursing care for holistic, adaptive human beings across the lifespan. The following elements are integrated into the course: critical thinking, scientific integrity and ethics, human diversity, and social issues. Admission to the School of Nursing is required. 4 credit hours.

NUR 514L (Course changed to NUR 518L effective Spring 2010). Synthesis Practicum in Nursing - This course focuses on direct and indirect clinical performance in the areas of nursing process and leadership, evidence-based practice, and the demonstration of professional nursing role behavior as the transition is made from student role to practicing nurse professional. Prerequisite: NUR 612, NUR 505, NUR 506L, NUR 507 and NUR 508L. 5 credit hours.

NUR 515. Psychiatric-Mental Health Nursing - Content in NUR 515 will emphasize communication and therapeutic nursing interventions for patients experiencing mental disorders. The course focuses on the use of critical thinking and clinical decision-making skills in the promotion, maintenance and restoration of optimum mental health of individuals and families. Emphasis is placed on the independent and collaborative roles of nursing in identifying risk factors for mental disorders, assessing mental health status, and designing and implementing psychobiological and psychosocial interventions associated with expected therapeutic outcomes. Prerequisite: NUR 505, NUR 506L, NUR 507, NUR 508L and NUR 513. 2 credit hours.

NUR 516L. Clinical Practice in Psychiatric-Mental Health Nursing - This clinical course focuses on promotion, maintenance, and restoration of mental health of individuals and families. Clinical experiences provide students with opportunities to utilize skills in the therapeutic use of self, critical thinking, and nursing process with patients in psychiatric mental health clinical settings. Prerequisite: NUR 505, NUR 506L, NUR 507, NUR 508L and NUR 513. 2 credit hours.

NUR 517. Leadership in Professional Nursing - This course focuses on leadership and management theories and models, resource allocation and management, delegation, conflict resolution, legal implications of practice, managed care, evaluation of practice, continuous quality improvement, healthcare systems, and contemporary issues in the workplace. Students assimilate

the above information to use as a basis for practicing the leadership role in the companion residency course. Prerequisite: NUR 505, NUR 506L, NUR 507, NUR 508L and NUR 513. 2 credit hours.

NUR 518L. Synthesis Practicum in Nursing - This course focuses on direct and indirect clinical performance in the areas of nursing process and leadership, evidence-based practice, and the demonstration of professional nursing role behavior as the transition is made from student role to practicing nurse professional. Prerequisite: NUR 505, NUR 506L, NUR 507, NUR 508L and NUR 513. 5 credit hours.

M.S.N. Degree

Course Descriptions

NAH 621. Advanced Adult Nursing I - This course provides a theoretical and practical base for students to diagnose and manage health problems of adults. Content includes management strategies from the domains of nursing, medical, and pharmacological therapeutics, and emphasizes direct care to clients. The course utilizes a lecture/discussion and case study format to assist the student in clinical assessment and decision-making to provide direct patient care to adult clients within the scope of practice of adult nurse practitioners. The student is expected to apply the concepts and theories discussed in class to the care of adult clients during the clinical course taken in conjunction with this course. The following elements are integrated into this course: critical thinking, health promotion and disease prevention, research, ethics, cultural diversity, and social issues. Prerequisite: NUR 614. 4 credit hours. (online)

NAH 622. Advanced Adult Nursing II- This course is designed to provide the student with opportunities to integrate in-depth knowledge of health assessment and management skills to provide care for adults with commonly occurring chronic and complex health problems. Students will also have the opportunity to develop strategies to market the nurse practitioner role, to create a specific practice position, and to explore strategies to market their role in adult health care. The following elements are integrated into the course: critical thinking, health promotion and disease prevention, scientific integrity and ethics, human diversity and social issues, and professional role development. Prerequisite: NAH 621 and NAH 685. 4 credit hours. (online)

NAH 685/685L. Practicum I: Adult Nurse Practitioner - This course allows the student to develop the Adult Nurse Practitioner role by providing health care services to clients (i.e., individuals, families, groups) and emphasizing the promotion of health and the prevention of disease throughout the course of clinical experiences. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled as the clinical experience progresses, allowing him/her to become more proficient and to contribute to the management of more complex adult health problems. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity, and social issues. The advanced practice role emphasis in this course encompasses a trajectory of the nurse practitioner experience from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, educator, and consultant. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NUR 614. Pre-or co-requisite: NAH 621. 1 - 3 credit hours. (online)

NAH 686/686L. Practicum II: Adult Nurse Practitioner - This course allows the student to develop the Adult Nurse Practitioner role by providing health care services to clients (i.e., individuals, families, groups) and emphasizing the promotion of health and the prevention of disease throughout the course of clinical experiences. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled as the clinical experience progresses, allowing him/her to contribute more toward the management of health problems. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity and social issues. The advanced practice role emphasis in this course encompasses a trajectory of the nurse practitioner experience from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, educator, and consultant. An

Objective Structured Patient Experience held during this course will determine if the student can progress into 6 hours of the final residency course, NCA 692. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NAH 685L. 1- 3 credit hours. (online)

NAH 692/692L. Residency: Adult Nurse Practitioner - This course prepares the student in the Adult Nurse Practitioner role to be a beginning expert in the diagnosis and management of adult patient problems. In the residency, the student is expected to continue growth toward becoming an independent practitioner, specializing in the care of adults. The student further develops the adult NP role with patients/clients by providing ambulatory health care services to clients (i.e. individuals, families, groups), emphasizing the promotion of health and the prevention of disease. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NAH 622 and NAH 686L. 2- 6 credit hours. (online)

NCA 616. Diagnostic and Therapeutic Procedures I for Advanced Nursing Practice - This course is designed to provide the student with opportunities to obtain advanced knowledge of and to learn advanced clinical skills in diagnostic or therapeutic procedures related to the role of the advanced practice nurse in acute and critical care. Specific content and skills in this course will focus on procedures associated with diagnostic and evaluative monitoring of acutely or critically ill patients. Corequisite: NCA 621. 1 credit hour. (online. Must be on campus 1 day.)

NCA 617. Diagnostic and Therapeutic Procedures II for Advanced Nursing Practice - This course is designed to provide the student with opportunities to obtain advanced knowledge of and to learn advanced clinical skills in diagnostic or therapeutic procedures related to the role of the advanced practice nurse in acute and critical care. Specific content and skills in this course will focus on therapeutic procedures commonly used in the acute and critical care setting. Corequisite: NCA 622. 1 credit hour. (online. Must be on campus 1 day.)

NCA 621. Advanced Adult Acute Care Nursing I - This course provides a theoretical and practical base for students to diagnose and manage health problems of adults with health problems ranging through primary, acute, and critical care settings. Content includes management strategies from the domains of nursing, medicine, and pharmacological therapeutics, and emphasizes direct care to clients. The course assists the student in the clinical assessment and decision-making to provide direct patient care to adult patients within the scope of practice of acute care nurse practitioners. The student is expected to apply the concepts and theories discussed in class to the care of adult patients during the clinical course taken in conjunction with this course. The following elements are integrated into this course: critical thinking, health promotion and disease prevention, research, ethics, cultural diversity, social issues, and professional role development. Prerequisite: NUR 614. 4 credit hours. (online)

NCA 622. Advanced Adult Acute Care Nursing II - This course is designed to provide the student with opportunities to integrate in-depth knowledge of health assessment and management skills to provide care for adults with commonly occurring acute, chronic, and complex health problems. Students will also have the opportunity to develop strategies to market the acute care nurse practitioner role, to create a specific practice position, and to explore strategies to market their role in acute and critical care. The following elements are integrated into the course: critical thinking, health promotion and disease prevention, scientific integrity and ethics, human diversity and social issues, and professional role development. Prerequisite: NCA 621. 3 credit hours. (online)

NCA 623. Advanced Adult Acute Care Nursing III - This course is designed to provide the adult acute and continuing care student with opportunities to integrate in-depth knowledge of health assessment and management skills to provide care for adults with commonly occurring acute, chronic and complex health problems. Content includes management strategies from the domains of nursing, medicine and pharmacology and emphasizes direct care to patients with health problems in the renal and gastrointestinal systems. Also, emphasized are common acute care problems associated with nutrition, cancer and oncologic emergencies, pain, palliative care, poisonings and toxicities, burns, trauma, sepsis, shock and multisystem organ failure. Prerequisite: NCA 622. 3 credit hours. (online)

NCA 685/685L. Practicum I: Adult Acute Care Nurse Practitioner - This course allows the student to develop the Adult Acute and Continuing Care Nurse Practitioner role by providing health

care services to adult clients (i.e., individuals, families, groups) and emphasizing the promotion of health and the prevention of disease throughout the course of clinical experiences. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled as each clinical experience progresses, allowing him/her to become proficient and to contribute to the management of more complex adult health problems. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity and social issues. The advanced practice role emphasis in this course encompasses a trajectory of the nurse practitioner experience from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, educator, and consultant. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NUR 614. 1- 3 credit hours. (online)

NCA 686/686L. Practicum II: Adult Acute Care Nurse Practitioner - This course allows the student to develop the Adult Acute and Continuing Care Nurse Practitioner role by providing health care services to adult clients (i.e. individuals, families, groups) in acute and critical care settings and emphasizing the promotion of health and the prevention of disease. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled as each clinical experience progresses, allowing him/her to become proficient and to contribute to the management of more complex adult health problems. Prior to enrollment the student, in conjunction with the advisor, must secure an approved clinical preceptor. An Objective Structured Patient Experience held during this course will determine if the student can progress into 6 hours of the final residency course, NCA 692. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NCA 685L. 1- 3 credit hours. (online)

NCA 692/692L. Residency: Adult Acute Care Nurse Practitioner - This course prepares the student in the Acute Care Nurse Practitioner role to be a beginning expert in the diagnosis and management of patients' health problems. In the residency, the student is expected to continue growth toward becoming an independent practitioner, specializing in the care of adults with health problems requiring primary, acute, and critical care management. The student further develops the Acute Care Nurse Practitioner role with patients/clients by providing health care services to clients (i.e. individuals, families, groups), emphasizing the promotion of health and the prevention of disease. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity, and social issues. The advanced practice role emphasis in this course continues the trajectory of the nurse practitioner experience from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, educator, and consultant. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NCA 686L. 3 or 6 credit hours. (online)

NCC 613. Acute & Continuing Care Pediatric Pharmacology - This course is a supplementary course for Acute and Continuing Care Pediatric Nurse Practitioner students to provide information necessary to safely and competently prescribe medications for infants, children and adolescents. It complements the information provided in NUR 613 Pharmacology and Therapeutics but focuses on the unique physiologic and metabolic characteristics of the pediatric population. 1 credit hour. (online)

NCC 621. Child/Adolescent Advanced Nursing I - This course provides a theoretical and practical base for students to diagnose and manage acute and continuing health problems of children and adolescents. Content includes management strategies from the domains of nursing, medicine, and pharmacological therapeutics, and emphasizes direct care to children, adolescents, and their families. This course assists the student in clinical assessment and decision-making to provide direct patient care to children, adolescents, and their families within the scope of practice of acute care child/adolescent nurse practitioners. Prerequisite: NUR 614. 5 credit hours. (online)

NCC 622. Child/Adolescent Advanced Nursing II Acute and Continuing Care Nurse Practitioner - This course is designed to provide the students with the opportunities to integrate in-

depth knowledge of management of acute and continuing health care problems, family crises, case management, education and consultation roles and skills and procedures required by children, adolescents, and their families who experience chronic, complex and life-threatening health problems. Students will have the opportunity to develop strategies to present information about acute and continuing health care problems to peers and colleagues. Prerequisite: NCC 621 and NCC 685L. 5 credit hours. (online)

NCC 685/685L. Practicum I: Child/Adolescent Acute and Continuing Care Nurse Practitioner -

This course prepares the student in the Child/Adolescent Acute & Continuing Care Nurse Practitioner role. The student develops the NP role with patients/clients by providing health care to individual children, adolescents, families and groups at any point of the continuum of health statuses in acute and continuing care settings. The student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include acute and chronic health problems and human responses to disease in children, adolescents and their families. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NUR 614. 1 - 3 credit hours. (online)

NCC 686/686L. Practicum II: Child/Adolescent Acute & Continuing Care Nurse Practitioner -

This course assists the student in further refining and developing the Child/Adolescent Acute and Continuing Care Nurse Practitioner role. The student develops the NP role with patients/clients by providing health care to individual children, adolescents, families and groups at any point of the continuum of health statuses in acute and continuing care settings. The student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include acute and chronic health problems and human responses to disease in children, adolescents and their families. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NCC 621 and NCC 685. Pre-or co-requisite: NCC 622. 3 credit hours. (online)

NCC 692/692L. Residency: Child/Adolescent Acute/Continuing Care Nurse Practitioner -

This course prepares the student in the Child/Adolescent Acute and Continuing Care Nurse Practitioner role to be a beginning expert in the diagnosis and management of child/adolescent health problems. In the residency, the student is expected to continue growth toward becoming both an autonomous and collaborative practitioner, specializing in the care of acutely and chronically ill children. The student further develops the Child/Adolescent Acute and Continuing NP role by providing health care services to children, adolescents and their families individually and in acute care and community settings, emphasizing the level of care that is appropriate to their current health statuses. Students arrange their own clinical sites with assistance/approval from clinical faculty. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. Prerequisite: NCC 622 and NCC 686L. 3 - 6 credit hours. (online)

NCL 620. Systems in Population-based Care I - This course is designed to provide the student with opportunities to integrate in-depth knowledge of theoretical and practical concepts required to measure and improve healthcare quality, outcomes and safety. The student will focus on 5 roles required for the beginning Clinical Nurse Leader: Clinician, Member of Profession, Interdisciplinary Healthcare Team Manager, Outcomes Manager and Lifelong Learner. The course explores theories of change, complexity, horizontal and lateral leadership, microsystems and decision-making and their relationship to nursing and the health care system. The following elements are integrated into this course: critical thinking, research, scholarly writing, scientific integrity, ethics, cultural diversity, and social issues. Prerequisite: NUR 600 and NUR 643. 3 credit hours.

NCL 621. Systems in Population-based Care II - This course is designed to provide the student with opportunities to develop additional knowledge of theoretical and practical concepts required to measure and improve healthcare quality, outcomes and safety. The student will focus on the four additional roles required for the beginning Clinical Nurse Leader: Information Manager, Systems Analyst/Risk Manager, Advocate, and Educator. The student will be expected to expand proficiency of previously learned Clinical Nurse Leader roles: Clinician, Member of a Profession, Team Manager, Outcomes Manager and Lifelong Learner. At the completion of this course the student will have explored all of the nine CNL roles as defined by the American Association of Colleges of Nursing's White Paper. The following elements are integrated into this course: critical thinking, research, scholarly writing, professional presentation, scientific integrity and ethics, cultural diversity, and social issues. Prerequisite: NCL 620 and NCL 685L. 3 credit hours.

NCL 685L. Clinical Nurse Leader Practicum I – This course provides the student, at an introductory level, the opportunity to observe and apply in a clinical setting five of the nine CNL role

functions: Clinician, Member of a Profession, Team Manager, Outcomes Manager and Lifelong Learner. The student will use these skills to focus on improving quality of care and patient safety. The student will be expected to utilize principals of critical thinking, evidence based research, scientific integrity and ethics, cultural diversity, and social issues to achieve above objectives. Prerequisite: NUR 600 and NUR 643. 2 credit hours

NCL 686L. Clinical Nurse Leader Practicum II – Building on the preceding practicum, this course provides the student the opportunity to observe and apply in a clinical setting the remaining four of the CNL role functions. This course will focus on the student developing the CNL roles of information manager, systems analyst/risk manager, advocate, and educator. The student will be expected to expand proficiency of the previous CNL roles of clinician, professional, interdisciplinary team manager, outcomes manager and lifelong learner. The student will use this knowledge and skill to evaluate, design and implement interventions to improve quality of care and patient safety. At the completion of this course the student will have explored all of the nine CNL roles as defined by the American Association of Colleges of Nursing's White Paper. Prerequisite: NCL 620 and NCL 685L. 2 credit hours

NCL 692L. Clinical Nurse Leader Capstone Practicum – This course provides the student the opportunity to integrate and apply in an intensive clinical rotation the nine CNL roles. The student will be expected to expand their proficiency in the roles of advocate, professional, team manager, information manager, systems analyst/risk manager, clinician, outcomes manager, educator and lifelong learner. The student will use these skills to design, implement, evaluate, and disseminate plans of care to improve quality and patient safety. At the completion of this course the student will demonstrate, at novice level, the nine CNL roles as defined by the American Association of Colleges of Nursing's White Paper. Prerequisite: NCL 621 and NCL 686L. 5 credit hours

NCS 616. Foundations of Clinical Nurse Specialist Practice - This graduate speciality course is designed to give the Clinical Nurse Specialist student the theoretical underpinnings of the role of the CNS. Parameters of Clinical Nurse practice will be explored through discussion and in-class simulations of practice dilemmas. Course work will include information on the background of the Clinical Nurse Specialist, information on the logistics of advanced practice as it relates to the CNS role, and information on devising assessment strategies for practice problems. This course includes integration of critical thinking, scholarly writing, human diversity, ethics, health care economics and social issues. 1 credit hour. (online)

NCS 617. Phenomenon of Concern to Advanced Practice Nurses - This graduate specialty course focuses on phenomena of concern to advanced practice nurses and is designed to give the Clinical Nurse Specialist student the theoretical underpinnings of selected non-disease based causes of illness. Clinical/didactic information regarding symptoms, functional problems and risk behaviors will be included to assist the student operationalize the role of the CNS in the patient/client sphere of influence, the nurse/nursing service sphere of influence and the organization sphere of influence. 1 credit hour. (online)

NCS 685/685L. Practicum I: Clinical Specialization in Adult Health Nursing - This course is the first clinical practicum in the Clinical Nurse Specialist option. The student is provided the opportunity to develop the CNS role with a focus on the care of non-disease based etiologies of symptoms, functional problems, and risk behaviors among patients/ clients within a defined specialty. This practicum may include experiences in outpatient or inpatient settings. The student is expected to design evidence-based interventions for acute and/or chronic health problems commonly occurring within a defined specialty area. The following elements are integrated into this course: critical thinking, health promotion and disease prevention, research, ethics, cultural diversity, and social issues. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NUR 614. 1 - 2 credit hours. (online)

NCS 686/686L. Practicum II: Clinical Specialization in Adult Health Nursing - This course further prepares the student in the Clinical Nurse Specialist role. The student continues to apply knowledge and current research findings to the management of selected acute and chronic health problems commonly occurring in the target population. While focusing on the care of acutely ill clients, the student develops the CNS role with nursing personnel through identifying and defining problems and opportunities; identifying and articulating factors contributing to resource management needs and outcomes; developing innovative solutions; and evaluating the effect of solutions. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NCA 621 and NCS 685L. 1 - 2 credit hours. (online)

NCS 687/687L. Practicum III: Clinical Specialization in Adult Health Nursing - This course further prepares the student in the Clinical Nurse Specialist role. The student continues to apply knowledge and current research findings to the management of selected acute and chronic health problems commonly occurring in the target population. While focusing on the care of acutely ill clients, the student develops the CNS role with nursing personnel through identifying and defining problems and opportunities; identifying and articulating factors contributing to resource management needs and outcomes; developing innovative solutions; and evaluating the effect of solutions. An Objective Structured Patient Experience held during this course will determine if the student can progress into 6 hours of the final residency course, NCA 692. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NCS 686L. 1 - 2 credit hours. (online)

NCS 692/692L. Residency in Clinical Specialization - This course is the culminating experience for the student to practice in the role of the CNS. This course emphasizes the application of previously learned theories and knowledge from nursing and other disciplines. The student will implement the role of the CNS to manage the health care of adult clients, teaching, nurses and clients, discussing employment issues and evaluating products for use in clinical practice. Students arrange their own clinical sites with assistance/approval from clinical faculty. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. Prerequisite: NCA 623 and NCA 687L. 1 - 6 credit hours.

NCV 630. Advanced Cardiovascular Nursing - This course is designed to provide a conceptual base for student to diagnose and treat human responses to actual and/or potential cardiovascular health problems with concomitant biophysical, psychological, sociocultural and spiritual environmental variables. Emphasis is placed on patients with cardiovascular health problems and the selection and utilization of concepts and theories relevant to advanced cardiovascular nursing. Political influences on cardiovascular health are explored. May be taken as an elective. 3 credit hours. (online)

NCV 631. Electrocardiography for Advanced Nursing Practice - Concepts presented in the course include the biophysical, psychological, developmental, and adaptive nature of the human being as it relates to the formation, function, and regulation of the cardiac electrical system. Concepts of cardiovascular adaptation to biophysical and psychosocial variables are emphasized. Explanations for electrophysiologic and electrocardiographic phenomena are offered, as are nursing and medical interventions for cardiac electrical abnormalities. Content focuses on the concepts of electrophysiology and electrocardiography, interpreting cardiac electrical abnormalities, and analyzing the various medical and nursing therapies for the electrical abnormalities and their applications to the practice of advanced nursing. May be taken as an elective. 3 credit hours. (online)

NFA 620. - This course will focus on the expanded functions unique to the RNFA role during operative and invasive procedures. The course includes the recommended content of the Core Curriculum for the RN First Assist and is designed to develop the beginning knowledge and skills needed for safe RNFA practice. Surgical practice and techniques such as sterile technique, positioning and draping, using instruments and medical devices, providing exposure, handling and cutting tissue, providing hemostasis, and suturing will be emphasized in a "hands on" swine laboratory experience. The course will be taught in a blended distance accessible format and on campus 4-5 day intensive session in an animal surgical laboratory. This format will enable each student to apply surgical principles and techniques to a swine surgical model. Students without operating room experience will be required to take the 4 credit hours (5 day intensive) and students with operating room experience will take 3 credit hours (4 day intensive). Admission to the ACNP/RNFA graduate program or RNFA post masters option required. 3 - 4 credit hours. (online)

NFA 621. Advanced Perioperative Nursing I - This course prepares the advanced perioperative student to develop a theoretical knowledge base for advanced perioperative nursing. The course includes the recommended content of the Core Curriculum for the RN First Assist and is designed to develop the theoretical knowledge needed for safe RNFA practice. Content includes an in depth review of anatomy and physiology of surgical client, and prevention of injury. Knowledge of comprehensive perioperative nursing, which serve as the foundation for critical, technical, and clinical decision making in RNFA role at the advanced level. Selective literature, which evidences best practice strategies of the RNFA role and considerations of vulnerable populations requiring surgical interventions, will also be examined in selective surgical specialties. The following elements

are integrated into the course: critical thinking, research utilization, ethics, human diversity, and social issues. The advanced perioperative practice role emphasis in this course continues the trajectory of the RNFA as a beginning expert and includes role components such as interdisciplinary collaborator, educator, and consultant. Admission to the ACNP/RNFA graduate program or RNFA post masters option required. 3 credit hours. (online)

NFA 622. Advanced Perioperative Nursing I - This course prepares the advanced perioperative student to function in the expanded role of first assistant to the surgeon. In this practicum, the student is expected to continue to grow toward becoming a competent advanced perioperative nurse, specializing in problems requiring surgical interventions and management and the full scope of RNFA practice. Further, the student continues to apply, knowledge and current research findings to the management of actual and potential health problems, which include common surgical diseases and human responses to disease. The following elements are integrated into the course: critical thinking, research utilization, scientific integrity and ethics, human diversity, and awareness of social and professional issues. The advanced perioperative practice role emphasis in this course continues the trajectory of the RNFA as a beginning expert and includes role components such as interdisciplinary collaborator, educator, and consultant.

Prerequisite: NFA 620 and NFA 621. 1 - 3 credit hours. (online)

NFH 621. Advanced Family Nursing I - This course provides a theoretical and practical base for students to diagnose and manage health problems of clients from across the lifespan. Content includes management strategies from the domains of nursing, medical, and pharmacological therapeutics, and emphasizes direct care to clients. This course assists the student in the clinical assessment and decision-making to provide direct patient care to clients within the scope of practice of family nurse practitioners. The student is expected to apply the concepts and theories discussed in class to the care of clients and families during the clinical course taken in conjunction with this course. The following elements are integrated into this course: critical thinking, health promotion and disease prevention, research, ethics, cultural diversity, social issues, and professional role development. Prerequisite: NUR 614. 5 credit hours. (online)

NFH 622. Advanced Family Nursing II - This course is designed to provide the student with opportunities to integrate in-depth knowledge of health assessment and management skills to provide care for clients with commonly occurring chronic and complex health problems. Students will also have the opportunity to develop strategies to market the nurse practitioner role, to create a specific practice position, and to explore strategies to market their role in family health care. The following elements are integrated into the course: critical thinking, health promotion and disease prevention, scientific integrity and ethics, human diversity and social issues, and professional role development. Prerequisite: NFH 621. 4 credit hours. (online)

NFH 685/685L. Practicum I: Family Nurse Practitioner - This course allows the student to develop the Family Nurse Practitioner role by providing health care services to clients across the life span, families, and groups while emphasizing the promotion of health and the prevention of disease throughout the course of clinical experiences over two or three academic terms. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled as each clinical experience progresses, allowing him/her to become more proficient and to contribute to the management of more complex health problems. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity, and social issues. The advanced practice role emphasis in this course encompasses a trajectory of the nurse practitioner experience from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, educator, and consultant. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NUR 614. 3 credit hours. (online)

NFH 686/686L. Practicum II: Family Nurse Practitioner - This course allows the student to develop the Family Nurse Practitioner role by providing health care services to clients across the lifespan, families and groups while emphasizing the promotion of health and the prevention of disease. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled, allowing him/her to become more proficient and to contribute to the management of more complex health problems, complex family issues and health care issues. An Objective Structured Patient

Experience held during this course will determine if the student can progress into 6 hours of the final residency course, NCA 692. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite:

NFH 685L. 3 credit hours. (online)

NFH 692/692L. Residency: Family Nurse Practitioner - NFH 692 is the culminating experience for the student to practice in the role of a family nurse practitioner. This course emphasizes the application of previously learned theories and knowledge from nursing and other disciplines to the continued development of clinical decision making skills. The student will implement the role of the family nurse practitioner to manage the health care of clients (i.e., individuals, families, groups) in primary or acute care setting. Prior to enrollment the student, in conjunction with the advisor, must secure an approved clinical preceptor. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NFH 622. 2 – 8 credit hours. (online)

NGN 631. Gerontology and Geriatrics for Advanced Nursing Practice - This course is designed to provide students with the opportunity to integrate knowledge of gerontology and geriatrics with previously acquired knowledge concerning the management of health care of adults. It is the required support course for students in the gerontological nurse practitioner option and may be taken as an elective by students in other options. In this course students acquire knowledge of gerontology and geriatrics that is relevant to the nursing and medical management of health care of elders. This knowledge is applied in the required clinical course. 3 credit hours. (online)

NGN 632. Chronic Health Conditions for Advanced Nursing Practice – This is a required support course for students in the gerontological nurse practitioner option, and may be taken as an elective by students in other options. In this course students acquire knowledge of a variety of clinical topics that are relevant to the nursing and medical management of health care of persons with complex chronic disorders such as urinary/fecal incontinence, chronic wounds and psychiatric disorders. The course is designed to provide students with the opportunity to integrate knowledge of selected chronic conditions with previously acquired knowledge concerning the management of health care of patients. 3 credit hours. (online)

NGN 685. Practicum I: Gerontological Nurse Practitioner – This is the first of two gerontological practica courses for the dual adult/Gerontological Nurse Practitioner specialty. In selected clinical settings students are expected to integrate the knowledge and competencies gained from foundation courses and didactic content to further develop the Gerontological Nurse Practitioner role. This course allows the student to develop the role by providing health care services to individuals, families, and groups, while emphasizing the promotion of health and prevention of disease. The student addresses the management of actual and potential health problems including common diseases and human responses to diseases. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity, and social issues. Corequisite: NAH 621. 2 credit hours. (online)

NGN 686. Practicum II: Gerontological Nurse Practitioner - This is the second of two gerontological practica courses for the dual adult/Gerontological Nurse Practitioner specialty. In selected clinical settings students are expected to integrate the knowledge and competencies gained from foundation courses and didactic content to further develop the Gerontological Nurse Practitioner role. This course allows the student to develop the role by providing health care services to individuals, families, and groups, while emphasizing the promotion of health and prevention of disease. It is anticipated that the student will be increasingly independent and skilled as the clinical experience progresses, allowing the student to contribute more toward the management of health problems. The advanced practica role emphasis in this course encompasses a trajectory of the nurse practitioner experience from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, educator, and consultant. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity, and social issues. Corequisite: NAH 622. 2 credit hours. (online)

NGN 692/692L. Residency: Gerontological Nurse Practitioner - This course is the third of three clinical practicum courses and is designated as the culminating practical experience for Gerontology nurse practitioner students. This course encourages the student to apply knowledge and theories from the core courses as well as previous clinical and clinical support courses. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination

will delay graduation. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NAH 686L. 1 or 4 credit hours. (online)

NHSA 620. Nursing and Health Systems Administration I - This course provides a theoretical base for students to develop the role of nursing and health systems administrator at the unit level. Emphasis is placed on the development of the knowledge and skills necessary for implementing the management role. Students will develop specific administrative competencies to include the ability to: understand self and others, communicate effectively, develop subordinates, manage conflict, monitor personal and individual performance, manage projects, delegate effectively, manage time and stress, foster a productive work environment, live with change, and build and maintain a power base. Content builds on the theoretical foundations of leadership, organizational behavior, and capital management applied to the structure of nursing and health organizations, patient care delivery and classification systems, staffing, budgeting, quality standards and improvement, risk management, leadership development, strategic planning, and change management. The following elements are integrated into this course: critical thinking, research, scholarly writing, professional presentation, scientific integrity and ethics, cultural diversity, and social issues. The role emphasis of this course is that of beginning nurse manager. Prerequisite: Admission to the Nursing and Health Systems Administration option. 3 credit hours. (online)

NHSA 621. Nursing and Health Systems Administration II - This course provides a theoretical and experiential base for students to develop and implement the role of nursing and health systems administrator at the division/ department level. Emphasis is placed on the synthesis of knowledge and skills from the disciplines of nursing and business management that is necessary to apply when assuming the middle management role. Students will develop specific administrative competencies to include the ability to manage collective performance, design and organize projects, negotiate agreement and commitment, and create change. Content includes analysis of administrative roles and functions, strategies for coordination of quality care within and across departments and systems, strategies for service as an expert resource, business planning, cost and productivity, redesigning practice to achieve goals, models of practice and service delivery, utilization of consultants, managing product/service lines, and utilization of research for improving nursing processes and patient care outcomes. The following elements are integrated into this course: critical thinking, research, scholarly writing, professional presentation, scientific integrity and ethics, cultural diversity, and social issues. The role emphasis of this course is that of mid-level manager. Prerequisite: NHSA 620. 2 – 4 credit hours. (online)

NHSA 622. Nursing and Health Systems Administration III - This course continues to provide a theoretical and experiential base for students to develop and implement the role of nursing and health systems administrator at the executive level. Through seminar discussion and with an executive level preceptor, emphasis is placed on the application, synthesis, and integration of knowledge and skills necessary for effective and efficient management of human and material resources, while incorporating the ethical, social, legal, financial, and economic aspects of health care delivery, health policy, and regulatory requirements for both staff and the organization. Students will develop specific administrative competencies to include the ability to manage organizational performance, manage across functions, present ideas, think creatively, and develop a vision, mission, strategic plan, and set goals. Content includes health care regulation and policy, practice plans and financing, internal and external environmental influences on nursing and health care systems, information system development and management, quality improvement, and managed care systems. The following elements are integrated into this course: critical thinking, research, scholarly writing, professional presentation, scientific integrity and ethics, cultural diversity, and social issues. The role emphasis of this course is that of chief nurse executive. Prerequisite: NHSA 621. 2 credit hours. (online)

NHSA 630. Health Services Marketing Management - The redesign of healthcare organizations has mandated larger spans of control for nurse managers with expertise and leadership skills in organizational, human resource, and financial management. The need for the integration of clinical skills with business know-how has been fueled by a more diverse work force with direct responsibility for non-nursing staff, an increased emphasis on customer service and risk management, and the ability to design and implement care delivery models that extend beyond the walls of the organization into the community and its stakeholders. Health systems across the country (and internationally), including home health agencies, managed care entities, public and private sector hospitals, long-term and ambulatory care facilities, and insurance companies, are

searching for advanced level nurses for management and executive level positions. 3 credit hours. (online)

NHSA 640. Economics for Nursing - Nurses care for people and caring is the central concept of modern nursing. Yet caring takes many forms, including caring about the economics of services provided. Changes in payment systems, organizational structure and the U.S. healthcare market have led to new interests in the economics of care delivery. Nurses play a major role in this care delivery, as clinicians, administrators and scholars. Topics for the completely on-line course include a basic introduction to economics as it applies to nursing, the nursing labor and service markets and critical professional economic issues facing nursing today. 3 credit hours. (online)

NHSA 685/685L. Nursing and Health Systems Administration Practicum I - This course is the first of two required application courses for the nursing and health-systems administration student. Students in this course will synthesize theoretical concepts for administration practice and apply knowledge and skills obtained in masters core courses and prerequisite support courses to meet the objectives of the course. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NHSA 620. 1 – 2 credit hours. (online)

NHSA 686/686L. Nursing and Health Systems Administration Practicum II - Nursing and Health Systems Administration/Quality and Outcomes Management in Health Systems: This course provides an experimental base for students to develop and implement the role of nursing and health systems administrator and quality and outcomes manager at the executive level. Emphasis is placed on the synthesis of knowledge and skills from the disciplines of nursing and business management that is necessary to apply when assuming a management and leadership role. Students will analyze outcomes measurement and quality improvement in a health care setting from a strategic perspective and engage, as leaders and participants, in efforts to improve the quality of health services. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NHSA 621 and NHSA 685L. 4 credit hours. (online)

NMD 621. Advanced Management of Diabetes I - A variety of management strategies will be presented from multiple healthcare disciplines. The perspectives of the multi-disciplinary team in assisting persons to achieve self-care goals is an important theme throughout this course as are the current controversies, issues, and research findings underlying present approaches to treatment and patient/family education. Topics presented are based on the curriculum blueprint of the American Diabetes Educators Program recommendations for the ANCC/AADE Advanced Diabetes Management certification examination for clinical nurse specialist and/or nurse practitioners. The topics addressed in this course include: recognition of early signs of diabetes mellitus, self glucose monitoring, diabetes among: minorities, and those residing in rural settings. Prerequisite: NUR 600, NUR 614, NCA 621 and NCA 685L or equivalent or ANCC certification as a nurse practitioner. 3 credit hours. (online)

NMD 622. Advanced Management of Diabetes II - This online course is the second in a program of study focusing on advanced diabetes management across the lifespan. Two didactic and three clinical courses are offered that will provide a multi-disciplinary framework for the identification of those at risk for or who already possess the metabolic syndrome, prediabetes, frank type 1 or 2 diabetes mellitus and/or the associated complications. A variety of management strategies will be presented from multiple healthcare disciplines. The perspectives of the multi-disciplinary team in assisting persons to achieve self-care goals is an important theme throughout this course as are the current controversies, issues, and research findings underlying present approaches to treatment and patient/family education. Topics presented are based on the curriculum blueprint of the American Diabetes Educators Program recommendations for the ANCC/AADE Advanced Diabetes Management certification examination for clinical nurse specialist and/or nurse practitioners. Topics presented will be based on the curriculum of the American Diabetes Educators Program recommendations for the Certified Diabetes Educator. These topics include: family planning, gestational diabetes, polycystic ovarian syndrome (PCOS), orthopedic sequelae of diabetes, transplantation, glucose monitoring, insulin pump and other advanced diabetes technologies, diabetes in: rural minorities, elderly, children; diabetes in persons with disabilities, insurance issues, cultural issues, economic issues, mood disorders, eating disorders, hypoglycemia, pain management, foot care, risks of ESRD, hypertension, obesity, dental concerns and provider reimbursement issues regarding diabetes education services. Prerequisite: NMD 621 and NMD 685L or ANCC certification as a nurse practitioner. 3 credit hours. (online)

NMD 685L. Practicum I: Advanced Management of Diabetes - NMD 685L allows the student to begin the development of the Advanced Diabetes Management role by providing health care

services to clients across the lifespan (i.e., individuals, families, groups) in a variety of settings and emphasizing the promotion of health and the prevention of disease. Further, the student applies knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled as each clinical experience progresses, allowing him/her to become proficient and to contribute to the management of more complex health problems. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity and awareness of social and professional issues. The advanced practice role emphasis in this course begins the trajectory of the NP experience from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, teacher, manager, researcher, and consultant. Students arrange their own clinical sites with assistance/approval from clinical faculty. 3 credit hours. (online)

NMD 686L. Practicum II: Advanced Management of Diabetes - NMD 686L allows the student to continue in the refinement of the Advanced Diabetes Management role by providing health care services to clients across the lifespan (i.e., individuals, families, groups) in a variety of settings and emphasizing the promotion of health and the prevention of disease. Further, the student applies knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled as each clinical experience progresses, allowing him/her to become proficient and to contribute to the management of more complex health problems. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity and awareness of social and professional issues. The advanced practice role emphasis in this course begins the trajectory of the NP experience from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, teacher, manager, researcher, and consultant. An Objective Structured Patient Experience held during this course will determine if the student can progress into 6 hours of the final residency course, NCA 692. Students arrange their own clinical sites with assistance/approval from clinical faculty. 3 credit hours (online)

NMD 692L. Advanced Management of Diabetes Residency - NMD 692L prepares the student in the Advanced Management Diabetes (AMD) role to be a beginning expert in the diagnosis and management of patients' health problems. In the residency, the student is expected to continue growth toward becoming an independent practitioner, specializing in the care of populations across the lifespan with health problems requiring primary, acute, and/or critical care management. The student further develops the AMD role with patients/clients by providing health care services to clients (i.e. individuals, families, groups) emphasizing the promotion of health and the prevention of disease. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity, and social issues. The advanced practice role emphasis in this course continues the trajectory of the nurse practitioner experience from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, educator, and consultant. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NMD 622 and NMD 686L. 4 credit hours. (online)

NNE 613. Neonatal Pharmacology and Therapeutics - This course focuses on the analysis and utilization of principles of pharmacology and pharmacokinetics for the purpose of planning, implementing, and evaluating therapeutic pharmacological interventions within the specified population. The unique characteristics of the neonatal population, related to therapeutic needs, as well as drug absorption, metabolism and excretion are defined. 3 credit hours. (online)

NNE 614. Assessment and Diagnostic Reasoning Advanced Nursing Practice - This course is designed to provide students with an advanced level of skill and knowledge in critical thinking, procedures and skills, and diagnostic reasoning for conducting health assessments and planning care for wholistic, adaptive human beings. The following elements are integrated into the course: professional presentations, critical thinking, scientific integrity and ethics, human diversity and social issues. Prerequisite/Corequisite: NUR 612. 4 credit hours. (online)

NNE 621. Advanced Neonatal Nursing I - This course provides a theoretical and practical base for students to diagnose and manage health problems of neonates. Content includes management

strategies from the domains of nursing, medical, and pharmacological therapeutics, and emphasizes direct care to clients. This course utilizes a lecture/ discussion and case study format to assist the student in the clinical assessment and decision-making to provide direct patient care to neonatal patients within the scope of practice of neonatal nurse practitioners. The student is expected to apply the concepts and theories discussed in class to the care of neonatal patients during the clinical course taken in conjunction with this course. The following elements are integrated into this course: critical thinking, health promotion and disease prevention, research, ethics, cultural diversity, and social issues. Prerequisite: NUR 612. 4 credit hours. (online)

NNE 622. Advanced Neonatal Nursing II - This course is designed to provide the student with opportunities to integrate in-depth knowledge of health assessment and management skills to provide care for clients with commonly occurring chronic and complex health problems. Students will also have the opportunity to develop strategies to market the nurse practitioner role, to create a specific practice position, and to explore strategies to market their role as a neonatal nurse practitioner. The following elements are integrated into the course: critical thinking, health promotion and disease prevention, scientific integrity and ethics, human diversity and social issues, and professional role development. Prerequisite: NNE 621. 4 credit hours. (online)

NNE 623. Advanced Neonatal Nursing III - This course provides a theoretical and practical base for students to diagnose and manage health problems common to the neonatal client and the child under two years of age that primarily or secondarily affect multiple organ systems. The student will gain practice prioritizing these problems when planning care. Procedures, techniques and equipment used in the diagnoses and care of patients with these problems will be covered. Prerequisite: NNE 622. 3 – 4 credit hours. (online)

NNE 684L. Practicum I: Neonatal Nurse Practitioner - NNE 684L is the first of three practicum courses that will be followed by a residency. In selected clinical settings, students are expected to integrate the knowledge and competencies gained from foundation courses to begin to develop the Neonatal Nurse Practitioner role in a primary care setting. Students and faculty cooperatively arrange clinical sites. Prerequisite: NNE 614. 1 credit hour. (online)

NNE 685/685L. Practicum II: Neonatal Nurse Practitioner - This course prepares the student in the Neonatal Nurse Practitioner role. The student develops the Neonatal NP role with patients/clients by providing neonatal health care services to clients (i.e. individuals, families, groups), emphasizing the promotion of health and the prevention of disease throughout the course of clinical experiences over two or three academic terms. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled as each clinical experience progresses, allowing him/her to become more proficient and to contribute to the management of more complex health problems. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity, and social issues. The advanced practice role emphasis in this course encompasses a trajectory of the nurse practitioner experience from novice to beginning expert, and includes interdisciplinary collaboration, coach, educator, and may include consultant. Students and faculty cooperatively arrange clinical sites. Prerequisite: NNE 621. 1 – 4 credit hours. (online)

NNE 686/686L. Practicum III: Neonatal Nurse Practitioner - This course is the second of two practicum courses that will be followed by a residency. In selected clinical settings, students are expected to integrate the knowledge and competencies gained from foundation courses to begin to further develop the NNP Role. Students and faculty cooperatively arrange clinical sites. Prerequisite: NNE 622. 1 – 3 credit hours. (online)

NNE 692/692L. Residency: Neonatal Nurse Practitioner – This course prepares the student in the Neonatal Nurse Practitioner role to be a beginning expert in the diagnosis and management of neonatal patient problems. In the residency, the student is expected to continue growth toward becoming an independent practitioner, specializing in the care of neonates. The student further develops the neonatal nurse practitioner role with patients/clients by providing neonatal health care services to clients (i.e. individuals, families, groups), emphasizing the promotion of health and prevention of disease. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity, and social issues. The advanced practice role emphasis in this course continues the

trajectory of the nurse practitioner experience from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, educator, and consultant. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. Students and faculty cooperatively arrange clinical sites. Prerequisite: NNE 623 and NNE 686L. 1 – 6 credit hours. (online)

NNI 621. Conceptual Basis for Informatics Practice - This course is based on the concepts underpinning nursing informatics practice as delineated in the American Nurses Association's Scope and Standards of Nursing Informatics Practice. Students will explore theories of adult education, communication, systems, decision making, human-computer interaction and the concepts of data, information and knowledge. They will have the opportunity to learn how these theories and concepts are utilized in informatics practice. 3 credit hours. (online)

NNI 622. The Information System Life Cycle - This offering is designed to be the culminating course of the nursing informatics specialist curriculum. This course ties together all previous course work together in an application based review of the information system life cycle from systems analysis to system evaluation and maintenance. The course is designed to be taken in conjunction with a clinical experience in which the student will be exposed to aspects of the hands on application of course content. 3 credit hours. (online)

NNI 685/685L. Nursing Informatics: Practicum I - This course provides an experimental base for students to develop and implement the role of the informatics nurse specialist. Emphasis is placed on the synthesis and application of the theories and concepts that provide the basis of informatics practice. Students will develop the ability to collaborate in multidisciplinary groups, identifying areas for the design and implementation of administrative and clinical technological applications. Students will spend 100 hours during the semester working with a clinical informatics specialist in practice. Students and faculty cooperatively arrange clinical sites. 3 credit hours. (online)

NNI 686/686L. Nursing Informatics: Practicum II - This course provides an experimental base for students to develop and implement the role of the informatics nursing specialist at the organizational level. Students will be paired with a nursing informatics specialist working on aspects of system analysis, design, implementation and evaluation. This experience requires the student synthesize knowledge gained in all previous courses in the curriculum. This course includes 100 hours of clinical practice and is designed to function as the clinical capstone to the NNI curriculum. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. Students and faculty cooperatively arrange clinical sites. Prerequisite: NNI 685L. 2 credit hours. (online)

NNS 630. Advanced Neuroscience Nursing - This course emphasis is placed on integration of knowledge from the neuroscience and knowledge from general pathophysiology with insights gained through clinical experience. NNS 630 add to student's theoretical base for managing disorders related to episodic and chronic dysfunction of the neurosystem. Emphasis is placed on knowledge of neuroscience underlying the role of the nurse practitioner clinical nurse specialist. This course is also designed to provide students with opportunities to integrate knowledge of ethical issues and future trends into advanced neuroscience nursing practice. 3 credit hours. (online)

NOM 611. Creativity, Resources and Problem Solving Tools for Health Care Quality - This course provides an introduction to concepts, theories/schools of thought, and resources in the areas of outcomes measurement and quality management; addresses systems thinking, creativity, and quality/problem solving tools. Admission to the MSN Program or permission for course instructor. 2 credit hours. (online)

NON 630. Advanced Adult Oncology Nursing – This course provides a theoretical base for students to diagnose and manage acute oncology health problems of adults. Emphasis is placed on integration of knowledge of pathophysiology, clinical assessment, and nursing and medical management. 3 credit hours. Taught only if sufficient students indicate interest. (online)

NPA 626. Palliative Care for Advanced Nursing Practice I - This course provides a theoretical and practical foundation for students to diagnose and manage the health needs of the palliative care patient and family in the delivery of culturally competent care across the life span. Content includes multidisciplinary management strategies to holistic healthcare delivery as it applies to administration of culturally competent palliative care. This course will utilize discussion, online activities for application of class content, readings, lecture and guest lecture approach to supplement text readings and online delivery of didactic content. The students are expected to apply culturally competent and palliative care theories to clinical assessment and decision-making strategies in

order to provide direct patient care to the palliative care patient and family. Prerequisite: NUR 614. 3 credit hours. (online)

NPA 627. Palliative Care for Advanced Nursing Practice II - This course is designed to provide the student with opportunities to integrate in-depth knowledge of health assessment and management skills to provide care for patients with commonly occurring palliative care problems. Students will also have the opportunity to develop strategies to market the advanced practice nurse role, to create a specific practice position and to explore strategies to market their role in health care. The following elements are integrated into the course: critical thinking, health promotion, disease prevention and palliative care, scientific integrity and ethics, human diversity and social issues and professional role development. 3 credit hours. (online)

NPA 685/685L. Practicum: Culturally Competent Palliative Care Nurse Practitioner I - This course allows the student to develop the Culturally Competent Palliative Care Nurse Practitioner role by providing health and palliative care services to clients across the lifespan, families and groups while emphasizing the promotion of health, the prevention of disease and the palliative care for life altering conditions throughout the course of clinical experiences over two academic terms. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. Students arrange their own clinical sites with assistance/approval from clinical faculty. 1 – 3 credit hours. (online)

NPA 686/686L. Practicum: Culturally Competent Palliative Care Nurse Practitioner II - This course allows the student to develop the Culturally Competent Palliative Care Nurse Practitioner role by providing health and palliative care services to clients across the lifespan, families and groups while emphasizing the promotion of health, the prevention of disease and palliative care for life altering conditions throughout the course of clinical experiences over two academic terms. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. An Objective Structured Patient Experience held during this course will determine if the student can progress into 6 hours of the final residency course, NCA 692. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NPA 621 and NPA 685L. 1 – 3 credit hours. (online)

NPA 692/692L. Residency: Culturally Competent Palliative Care Nurse Practitioner - This course prepares the student in the Culturally Competent Palliative Nurse Practitioner role to be a beginning expert in the diagnosis and management of client's health problems. During residency, the student is expected to continue growth toward becoming an independent practitioner, specializing in the culturally competent care of clients from across the lifespan. The student further develops the Palliative Care Nurse Practitioner role with patient/clients by providing health care services to clients (i.e. individuals, families, groups) emphasizing the promotion of health, prevention of disease and/or palliation of symptoms of life-altering diseases. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NPA 622 and NPA 686L. 2 – 6 credit hours. (online)

NPE 613. Primary Care Pediatric Pharmacology - This course is a supplement course for Primary Care Practitioner students to provide them with information necessary to safely and competently prescribe medications for infants, children and adolescents. It complements the information provided in NUR 613 Pharmacology and Therapeutics but focuses on the unique physiologic and metabolic characteristics of this population. 1 credit hour. (online)

NPE 621. Advanced Pediatric Nursing I - This course provides a theoretical and practical base for students to diagnose and manage health problems of children. Content includes management strategies from the domains of nursing, medicine, and pharmacological therapeutics, and emphasizes direct care to clients. This course utilizes a lecture/discussion and case study format to assist the student in the clinical assessment and decision-making to provide direct patient care to pediatric patients within the scope of practice of pediatric nurse practitioners. The student is expected to apply the concepts and theories discussed in class to the care of pediatric patients during the clinical course taken in conjunction with this course. The following elements are integrated into this course: critical thinking, health promotion and disease prevention, research, ethics, cultural diversity, and social issues. Prerequisite: NUR 614. 4 – 5 credit hours. (online)

NPE 622. Advanced Pediatric Nursing II - This course is designed to provide the student with opportunities to integrate in-depth knowledge of health assessment and management skills to

provide care for clients with commonly occurring chronic and complex health problems. Students will also have the opportunity to develop strategies to market the nurse practitioner role, to create a specific practice position, and to explore strategies to market their role as a pediatric nurse practitioner. The following elements are integrated into the course: critical thinking, health promotion and disease prevention, scientific integrity and ethics, human diversity and social issues, and professional role development. Prerequisite: NPE 621. 4 - 5 credit hours. (online)

NPE 685/685L. - Practicum I Pediatric Nurse Practitioner NPE 685L prepares the student in the Pediatric Nurse Practitioner role. The Student develops the Pediatric Nurse Practitioner role with patients/clients by providing pediatric health care services to clients (i.e. individuals, families, groups) emphasizing the promotion of health and the prevention of disease throughout the course of clinical experiences over two or three academic terms. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. An on-campus intensive will include case scenarios in the simulation lab with the SimBaby. Students arrange their own clinical sites with assistance/approval from clinical faculty. Corequisite: NPE 621. 1 - 3 credit hours. (online)

NPE 686/686L. Practicum II: Pediatric Nurse Practitioner - This course prepares the student in the Pediatric Nurse Practitioner role. The student develops the Pediatric Nurse Practitioner role with patients/clients by providing pediatric health care services to clients (i.e. individuals, families, groups) emphasizing the promotion of health and the prevention of disease throughout the course of clinical experiences over two or three academic terms. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled as each clinical experience progresses, allowing him/her to become more proficient and to contribute to the management of more complex health problems. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity and social issues. The advanced practice role emphasis in this course encompasses a trajectory of the nurse practitioner experience from novice to beginning expert, including interdisciplinary collaboration, coach, educator, consultant roles. An on-campus intensive will include case scenarios in the simulation lab with the SimBaby. Performance during this intensive will determine if the student can progress into 6 hours of the final residency course. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NPE 685L. 1 – 3 credit hours. (online)

NPE 692/692L. Residency: Pediatric Nurse Practitioner - This course prepares the student in the Pediatric Nurse Practitioner role to be a beginning expert in the diagnosis and management of pediatric patient problems. In the residency, the student is expected to continue growth toward becoming an independent practitioner, specializing in the care of children. The student further develops the pediatric nurse practitioner role with patients/clients by providing pediatric health care services to clients (i.e. individuals, families, groups), emphasizing the promotion of health and the prevention of disease. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity, and social issues. The advanced practice role emphasis in this course continues the trajectory of the nurse practitioner experience from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, educator, and consultant. An on-campus intensive will include case scenarios in the simulation lab with the SimBaby. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NPE 622 and NPE 686L. 1 – 8 credit hours. (online)

NPN 621. Advanced Psychiatric Nursing I - This course provides a theoretical base for students to diagnose and manage psychiatric mental health problems of children, adolescents, and young adults. Content includes management strategies from the domains of nursing, medicine, and pharmacological therapeutics. The course uses a lecture/discussion and case study format to assist students in the clinical assessment and decision-making to provide direct patient care to patients within the scope of practice of family psychiatric nurse practitioners. Critical thinking, health promotion, disease prevention, research, coding, Healthy People 2010, and cultural diversity are integrated into the course. Prerequisite: NUR 600 and NUR 614. 5 credit hours. (online)

NPN 622. Advanced Psychiatric Nursing II - This course provides a theoretical base for psychiatric nurse practitioner students to diagnose and manage psychiatric mental health problems of patients across the lifespan. Content includes management strategies from the domains of nursing, medicine, and pharmacological therapeutics. The course uses a lecture/discussion and problem based behavioral science case studies to assist students in the clinical assessment and decision-making to provide direct patient care to patients within the scope of practice of family psychiatric nurse practitioners. Critical thinking, health promotion, disease prevention, research, coding, Healthy People 2010, and cultural diversity are integrated into the course. Prerequisite: NPN 621 and NPN 685L. 4 credit hours. (online)

NPN 685/685L. Practicum I: Family Psychiatric Nurse Practitioner - NPN 685L allows the student to develop the family psychiatric nurse practitioner role by providing health care services to patients and emphasizing the health promotion and the disease prevention. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common psychiatric disorders. It is anticipated that the student will become increasingly independent and skilled as the clinical experience progresses. The following elements are integrated into the course: critical thinking, coding, professional presentations, research utilization, scientific integrity and ethics, human diversity and social issues. The advanced practice role emphasis in this course encompasses a trajectory of the family psychiatric nurse practitioner from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, educator, and consultant. Students arrange their own clinical sites with assistance/approval from clinical faculty. 3 credit hours. (online)

NPN 686/686L. Practicum II: Family Psychiatric Nurse Practitioner - NPN 686L allows the student to develop the family psychiatric nurse practitioner role by providing health care services to patients and emphasizing health promotion and the disease prevention. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common psychiatric disorders. It is anticipated that the student will become increasingly independent and skilled as the clinical experience progresses. The following elements are integrated into the course: critical thinking, coding, professional presentations, research utilization, scientific integrity and ethics, human diversity and social issues. The advanced practice role emphasis in this course encompasses a trajectory of the family psychiatric nurse practitioner from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, educator, and consultant. An Objective Structured Patient Experience held during this course will determine if the student can progress into 6 hours of the final residency course, NCA 692. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NPN 685L. 3 credit hours. (online)

NPN 692L. Residency: Family Psychiatric Nurse Practitioner - NPN 692L is the culminating experience for the student to practice in the role of a family psychiatric nurse practitioner. This course emphasizes the application of previously learned theories and knowledge from nursing and other disciplines to the continued development of clinical decision making skills. The student will implement the role of the family psychiatric nurse practitioner to manage the health care of clients (i.e., individuals, families, groups) in primary or acute care settings.

A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NPN 686L. 6 credit hours. (online)

NPP 685/685L. Interdisciplinary Pediatric Pulmonary Care I – This course provides the trainee with the opportunity to analyze ideas, concepts and theories relative to the delivery of healthcare to pediatric pulmonary patients. Emphasis will be focused on the acquisition of in-depth knowledge of all aspects of the well child. Chronic respiratory disease is presented as the model to demonstrate the effects of chronic illness of the child and family. Trainees are introduced to basic respiratory anatomy and physiology, diagnostic procedures and various treatment modalities. Throughout the term, trainees will be expected to apply the knowledge and skills acquired to selected clinical assignments. 3 credit hours.

NPP 686/686L. Interdisciplinary Pediatric Pulmonary Care II - NPP 686L provides the trainee with the opportunity to analyze ideas, concepts and theories relative to the delivery of healthcare to pediatric pulmonary patients. Emphasis will be focused on the acquisition for in-depth knowledge of all aspects of the well child. Chronic respiratory disease is presented as the model to demonstrate the effects of chronic illness on the child and family. Trainees are introduced to basic respiratory anatomy and physiology, diagnostic procedures and various treatment modalities. Throughout the

term, trainees will be expected to apply the knowledge and skills acquired to selected clinical assignments. 3 credit hours.

NTC 650. Instructional Strategies For Teaching in Nursing - This course is required for students in the Teacher in Nursing Certificate program and maybe chosen as an elective course by other graduate students. The content is general and applicable to a variety of teaching situations and learners. The course is an introduction to a systematic approach to developing and implementing adult learning experiences. This course emphasizes the application of a systematic approach (assessing, planning, implementing, and evaluating) to the design of an educational unit. The focus will be on assessing learning needs, identifying learning objectives, selection of resources, and development of teaching strategies for different learner populations. 3 credit hours. (online)

NTC 652. Program and Curriculum Development - This course is a required for students in the Teaching Nursing Certificate program and may be chosen as an elective course by other graduate students. The content is general and applicable to course, educational program, and/or curriculum development. The course is an introduction to the educational development process. This course emphasizes the basic components of program/curriculum development, philosophy, goals, planning learning experiences, implementing learning experiences, and evaluation of the curriculum or an educational program. The focus is on an understanding of program/curriculum determinants (learning, knowledge, man, society) and their impact on curriculum and educational program planning. The impact of philosophy, organizing framework, goals, learning experiences, and evaluation on curricular and program design and development will be discussed. 3 credit hours. (online)

NTC 654. Evaluation of Instruction in Nursing - This course is a required for students in the Teacher in Nursing Certificate program and may be chosen as an elective course by other graduate students. The content is general and applicable to a variety of health related educational settings and learners. This course is an introduction to educational testing and measurement, teaching effectiveness, and clinical performance appraisal. This course provides an overview of evaluation techniques that enable nurses to plan and implement a variety of education related evaluation approaches, including test construction, item analysis, teaching effectiveness, and clinical performance appraisals. Emphasis will be placed on classroom and clinical evaluation of learning and on the use of technology for evaluation purposes. Prerequisite: Admission to Graduate Studies in the School of Nursing or as a non-degree post-baccalaureate student or by permission of instructor; knowledge of statistics and writing measurable educational objectives in the domains of knowledge, skills, and attitudes. 3 credit hours. (online)

NTC 656. WebCT for Instructors and Designers - Provides students with an advanced level of skill and knowledge of WebCT. Students are introduced to WebCT tools in a sequence that will permit development of a new course using WebCT as a learning management system. 3 credit hours. This course is offered only when sufficient interest by students is generated. (online)

NTC 683/683L. Teaching Practicum in Nursing - This course is a required practicum for students in the Teacher in Nursing Certificate program and may be taken as an elective course by other graduate students who are concurrently enrolled in one or more NTC courses. The practicum provides an opportunity for students to concurrently or retrospectively implement the knowledge and skills acquired in NTC 650, NTC 652, and NTC 654 to selected teaching (classroom and clinical) situations. This course provides opportunities for students to integrate previously or concurrently acquired knowledge concerning teaching, curriculum, and/or evaluation into selected classroom and clinical situations. This practicum course allows students to assume limited responsibilities in classroom and clinical teaching while under the guidance of an instructor and/or preceptor. Students will be expected to meet all the course objectives upon completion of the three credit hour practicum. The practicum should involve both didactic and clinical teaching. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: Admission to Graduate Studies in the School of Nursing or as a non-degree post-baccalaureate student. 1- 3 credit hours. (online)

NTC 692/692L. Residency: Nurse Educator - This course prepares the student in the educator role to be a beginning practitioner in nursing education. Under the supervision of qualified preceptors in the residency, students will have the opportunity to practice behaviors that will assist them to attain beginning expertise in nursing education. Students will apply knowledge learned in their area of specialization, content from support courses in teaching and evaluation and research related to the best practices in nursing education. A comprehensive examination is given during this

residency course. Failure to pass the comprehensive examination will delay graduation. Students arrange their own clinical sites with assistance/approval from clinical faculty. 3 – 6 credit hours. (online)

NUR 533. Spirituality in Health Care - This course will focus on spirituality, including a greater understanding of different spiritual traditions, personal spiritual development, and the incorporation of spirituality into professional practice. The content will examine spirituality and health from the perspective of the major world religions and spiritual practices. The impact of spirituality on illness and healing will be examined. Spiritual care, including assessment and selected interventions, legal and ethical issues will be discussed with respect to individuals and families of varying developmental stages, socio-cultural backgrounds, and life situations. Students will be challenged to explore their own spirituality and its impact on their personal and professional lives. A foundation in computer utilization and accessing resources through use of the internet is strongly recommended. 3 credit hours.

NUR 534. Living With Loss - This course includes loss, grief, body-image changes, loss due to chronic conditions, and loss of life in childhood and adulthood explored from the viewpoint of a health-care professional. 3 credit hours.

NUR 600. Research and Statistics for Advanced Practice - This course is designed to prepare master's students with the research knowledge and skills to (1) use current research findings to improve practice, (2) use the process of research to examine questions identified in nursing practice, and (3) participate in collaborative research. This course will include integration of the following elements: critical thinking, current technologies for data management and statistical analysis, scholarly writing, scientific integrity and ethics and human diversity. Statistical procedures examined will include univariate and bivariate statistics, parametric and nonparametric procedures and selected epidemiological measures. Prerequisite: Undergraduate statistics. 4 credit hours. (online)

NUR 601. Role Development for Advanced Nursing Practice - This course is designed to prepare graduate nursing students to understand the concepts of advanced nursing practice and advanced practice nursing. Students will be expected to differentiate between advanced nursing practice and the practice of other nurses and health care providers. Concepts from a variety of models and theories from nursing and other disciplines will be discussed, and examples of how these concepts may be applied in advanced nursing practice will be offered. The concept of cultural competence will be explored as will its application when interacting with people from diverse ethnic and racial groups. 3 credit hours. (online)

NUR 602. Issues Affecting Advanced Nursing Practice - This course prepares graduate nursing students to incorporate management and leadership skills in the practice arena. The health care environment and culture, selected organizational, economic, and financial theories, strategic planning, change theory, health care marketing and information and quality management will be explored in the context of contemporary issues such as bioterrorism and health care policy and regulation. This course will also include integration of the following elements: critical thinking, scholarly writing, research, theory evaluation and application, scientific integrity and ethics, human diversity and social issues. 3 credit hours. (online)

NUR 609. Radiology for Advanced Practice - This course provides nurse practitioners and other mid-level providers with an introduction to radiography. The course provides the novice the opportunity to incorporate radiographic studies into working through a differential diagnosis. The course utilizes various common radiographic techniques including plain films, computed tomography and magnetic resonance imaging. 3 credit hours. (online)

NUR 611. Management of Diabetes Mellitus (Type 1 and 2) - This course will provide a multi-disciplinary framework for the identification of those at risk or who already possess the metabolic syndrome, frank type 2 diabetes mellitus and its complications. A variety of management strategies will be presented from the perspectives of multiple healthcare disciplines. The perspectives of the multi-disciplinary team in assisting persons to achieve self-care goals are an important theme throughout this course as are the current controversies, issues and research findings underlying present approaches to treatment and patient/family education. 3 credit hours. (online)

NUR 612. Advanced Pathophysiology - This course is designed to provide the student with an opportunity to build upon existing knowledge of basic physiology and pathophysiology. Emphasis is placed on the use of critical thinking to apply physiologic principles in explaining adaptations to pathogenic changes in the systems discussed. 3 credit hours. (online)

NUR 613. Pharmacology and Therapeutics - This course focuses on analysis and utilization of principles of pharmacology and pharmacokinetics for the purpose of planning, implementing, and evaluating therapeutics pharmacological interventions. The unique characteristics of special populations related to therapeutic needs, as well as drug absorption, metabolism, and excretion, are defined. 3 credit hours. (online)

NUR 614. Assessment and Diagnostic Reasoning for Advanced Nursing Practice - This course is designed to provide students with an advanced level of skill and knowledge in critical thinking and diagnostic reasoning for conducting health assessments and planning care for holistic, adaptive human beings. The following elements are integrated into the course: professional presentations, critical thinking, scientific integrity and ethics, human diversity, and social issues.

Prerequisite/Corequisite: NUR 612. 4 hours. (online)

NUR 615. Sexuality Issues in Health and Illness: A Lifespan Approach - This course includes the ethical, social, biological, and psychological concepts of human sexuality. 3 credit hours.

NUR 616. Diagnostic and Therapeutic Procedure for Advanced Nursing Practice - This course is designed to provide the student with opportunities to learn advanced clinical skills and diagnostic or therapeutic procedures related to the role of the nurse practitioner such as suturing, x-ray interpretation, urinalysis, interpretation of laboratory values, and microscopic evaluation of selected specimens. 1 credit hour.

NUR 619. Health Issues in Culturally Diverse Populations in the United States - This course provides students with an overview of health issues and health disparities confronting African American and Latinos in the United States. The course also addresses genetic, cultural, historical and demographic factors that influence these health issues and disparities, implications for culturally effective health care, and for development of health policy. 3 credit hours. (online)

NUR 630. Principles of Epidemiology - This course is intended to provide the advanced practice nurse with a working knowledge of epidemiology and biostatistics as they relate to nursing practice. Additionally, phenomena along the wellness continuum will be discussed. The Natural History of Disease Model will be applied to the study of health and illness in human populations. 3 credit hours. (online)

NUR 633. Growth and Development - The content of this course is centered on major theories of development including physiological, psychoanalytic, social, stimulus-response, cognitive and moral. Current areas and findings of research are investigated and research designs and methods are critiqued. Self-selected in depth studies are made and shared. Contributions of the study of development to the functional practice of nursing are demonstrated. 3 credit hours. (online)

NUR 642. Health Education and Social Welfare in a Global Community - The purpose of this course is to provide students with a cross-cultural experience in which they will spend time in a selected global community while learning about health, educational and social welfare issues. Students will participate in pre-trip seminar in Birmingham or on-line prior to travel. The seminar(s) will focus on an overview of the course, a model of assessing culture and an overview of selected global community's culture. Students will also participate in seminars on a variety of health, education and social welfare topics provided by the course instructor and by resource persons from the selected global community. 3 credit hours.

NUR 643. Introduction to Nursing Informatics - The organizing framework for this course is based on the three concepts that form the theoretical basis of nursing informatics, data, information and knowledge. Students will explore how data can be organized into information for the generation of knowledge through the design, selection and implementation of clinical information systems. The course has two sections: theory and laboratory. The theoretical content will focus on the collection, organization, analysis and dissemination of information in nursing and healthcare. Laboratory work will familiarize the student with computer applications designed to manage nursing and healthcare information. 3 credit hours. (online)

NUR 644. Principles of Developmental Care Newborn Infants - Provides students with an overview of principles of individualized developmental care for newborns and infants. The course also addresses principles of family-centered care as a key component of developmental care. Students review concepts and theories related to molecular biology, fetal, infant and family development, psychology and sociology in assessing and planning care to promote optimal development of high risk infants and families. Students explore roles of nurses and other interdisciplinary team members in developmental care are assessed, and develop plans to promote organizational change in order to incorporate developmental care principles in a clinical setting. 3 credit hours. (online)

NUR 667. Psychosocial Aspects of Evidence-Based Practice in Chronic Illness - This course is organized around the concepts of evidence-based practice, psychosocial nursing and chronic illness. The chronic illness trajectory across the individual's and family's life span and the needs of vulnerable populations with attention to disparity of care and cultural competence of involved health care providers is included. This course is designed to provide the undergraduate student with the basic knowledge and skills needed to provide evidence-based interventions and the graduate student to analyze needs for development of interventions to address the psychosocial needs of those with chronic illness. 3 credit hours.

NUR 680. Coordination and Implementation Clinical Research: Introduction - Course provides clinical research personnel and advanced practice nurses with a formal overview of various components of coordinating and executing clinical research studies. A basic understanding of issues central to clinical research will be gained along with background knowledge relevant to clinical research coordination. Honors BSN students may enroll senior year with permission of instructor; must have a solid foundation of computer utilization. 3 credit hours. (online)

NUR 681. Clinical Research Protocols - Protocols are guidelines for systematic implementation of a procedure or routine. Research protocols are important in that they: permit tracking of study procedures, decrease study treatment variation, minimize bias, facilitate communication among investigative team members and enhance dissemination and replication of study procedures. This online course is designed to provide research coordinators and new investigators with the knowledge and experience of developing, testing and refining clinical research protocols. Samples of protocols from actual clinical studies will be used to illustrate protocol design and testing issues. Students are required to develop a protocol for a clinical research study in an area of interest. 2 credit hours. (online)

NUR 682. Overview of Historical, Ethical and Cultural Issues in Clinical Research, Methods and Clinical Trial - Course provides clinical research personnel and advanced practice nurses with an introduction to historical, cultural and ethical influences on clinical research and introduces concepts related to good clinical practice guidelines. The course also addresses concepts of scientific integrity, scientific misconduct and the informed consent process, research methods and clinical trials. 3 credit hours. (online)

NUR 683. Overview Clinical Research Study Operations and Site Management - This course provides clinical research personnel and advanced practice nurses with an introduction to principles of study and site management for the development, implementation and evaluation of clinical research, and expands concepts related to good clinical practice guidelines. 3 credit hours. (online)

NUR 684. Overview of Clinical Site Operations and Management - This course provides clinical research personnel and advanced practice nurses with an introduction and overview of teaching principles that are applicable to clinical and clinical research venues. 3 credit hours. (online)

NUR 686. Honors Seminar III - This required course for Honors Program students provides opportunities for implementation of an innovative evidence-based practice strategy which integrates human responses to health and illness and professional practice roles. Course content includes clinical or research experiences in innovative practice approaches, discussions of implications for evidence-based practice and professional nursing roles, and guidelines for preparation of manuscript and presentations. Professional expectations include dissemination of findings through a public forum and collaboration with agencies for integration of findings into practice. 3 credit hours.

NUR 690. Independent Study in Nursing - Course allows concentration on a selected topic of interest relevant to the Program of Studies. 1 - 6 credit hours. (online)

NUR 691. Independent Study in Clinical Nursing - Course provides for clinical learning activities which are in addition to the activities in the regular clinical sequence of a given option. Students apply or test out theories and knowledge obtained in established or independent study theory courses. 1 - 6 credit hours. (online)

NUR 699. Thesis Research - The thesis is the result of original research work undertaken by the student and the interpretation of those results. The document should also demonstrate the candidates' acquaintance with the literature of the field and with proper selection and execution of research methodology. The physical form of the thesis must comply with published departmental and university guidelines for theses and dissertations. The student works under the guidance of a major professor with a committee of faculty members. However, the obligations of research, accuracy, writing, and quality rest with the student. A public defense of this work is expected. A minimum of four hours of credit is required for completion of thesis hours, although a variable

number of hours may be taken per term as necessary. The advanced practice role emphasis of this course is that of investigator, research collaborator, and author. 1 – 4 credit hours.

NWH 631 Women's Health for Advanced Nursing Practice I This is a required theory course for students in the combined Primary Adult/Women's Health nurse practitioner specialty and will be applied in the required clinical courses. It also may be taken as an elective by students in other master's specialties with the permission of the instructor. In this course, students acquire knowledge that is relevant to the specific nursing and medical management of the health of women. The course is designed to provide students with the opportunity to integrate knowledge of the diagnosis and management of women's primary care health concerns with knowledge concerning the management of health care of adults. The emphasis in the course is on providing students with the background to apply this knowledge with the population of women in required clinical courses. Concepts are covered which are specific to caring for the uncomplicated gynecologic and/or obstetric needs of women from menarche to the end of life. Health promotion and disease prevention, and recognition of deviations from normal are incorporated. Content includes management strategies from the domains of nursing and medicine, pharmacological therapeutics, and direct care within the scope of practice of women's health nursing. 3 hours (online)

NWH 632 Women's Health for Advanced Nursing Practice II This is the second of two required theory courses for students in the Nurse Practitioner Dual Adult/Women's Health primary care specialty. Knowledge acquired in NUR 614 and NWH 631 provide a foundation for the management of the care of women with increasingly complex health problems. NWH 632 is designed to expand the foundation of theoretical knowledge for the nurse practitioner and prepare the student for full scope of practice in a clinical residency. Prerequisite: NWH 632. 3 hours (online)

NWH 685/685L. Practicum I: Women's Health Nurse Practitioner - This course prepares the student in the Women's Health Nurse Practitioner role. The student develops the Women's Health Nurse Practitioner role with patients/ clients by providing health care services to clients (i.e. individuals, families, groups), emphasizing the promotion of health and the prevention of disease throughout the course of clinical experiences over two or three academic terms. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. It is anticipated that the student will be increasingly independent and skilled as each clinical experience progresses, allowing him/her to become more proficient and to contribute to the management of more complex health problems. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity and social issues. The advanced practice role emphasis in this course encompasses a trajectory of the nurse practitioner experience from novice to beginning expert, and includes interdisciplinary collaboration, coach, educator, and may include consultant. The student and faculty cooperatively determine clinical sites for the practicum. 1 – 3 credit hours. (online)

NWH 686/686L. Practicum II: Women's Health Nurse Practitioner - NWH 686L prepares the student in the women's health nurse practitioner role. In practicum II, the student continues to develop the WHNP role with patients/clients by providing primary health care services to clients (i.e., individuals, families, and groups) emphasizing the promotion of health and the prevention of disease. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human response to disease. An Objective Structured Patient Experience held during this course will determine if the student can progress into 6 hours of the final residency course, NCA 692. The student and faculty cooperatively determine clinical sites for the practicum. 1 – 3 credit hours.

NWH 692/692L. Residency: Women's Health Nurse Practitioner - This course prepares the student in the Women's Health Nurse Practitioner role to be a beginning expert in the diagnosis and management of women's health problems. In the residency, the student is expected to continue growth toward becoming an independent practitioner, specializing in the care of women. The student further develops the Women's Health NP role with patients/clients by providing health care services to clients (i.e. individuals, families, groups), emphasizing the promotion of health and the prevention of disease. Further, the student continues to apply knowledge and current research findings to the management of actual and potential health problems, which include common diseases and human responses to disease. The following elements are integrated into the course: critical thinking, professional presentations, research utilization, scientific integrity and ethics, human diversity, and social issues. The advanced practice role emphasis in this course continues the trajectory of the

nurse practitioner experience from novice to beginning expert, and includes role components such as interdisciplinary collaborator, coach, educator, and consultant. A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. The student and faculty cooperatively determine clinical sites for the practicum. Prerequisite: NWH 622. 3 - 8 credit hours.

UAB School of Nursing Graduate Programs of Study

Doctor of Philosophy in Nursing (PhD)

Coursework Prior to Dissertation:

In addition to the total of 6 credits of Research Practicum, scheduled in any combination of credits (1-6) during these terms and the substantive area credits (12), the following courses are required. An additional 15 credits of master's level coursework is required for those in the Post-Baccalaureate PhD option.

Fall Year - I

Theory Building in Nursing	4
Applied Statistical Analysis Techniques	4
Quantitative Research Methods	3

Spring Year - I

Linear Models for Clinical Nursing Research	3
Qualitative Research Methods	4

Summer Year - I

Responsible Conduct of Research	2
Summer Intensive	1

Fall Year - II

Designs for Nursing Studies I	3
Issues in Leadership and Health Policy	3

Spring Year - II

Designs for Nursing Studies II	3
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Time Frame:

The PhD in Nursing Science is designed to be completed in three to four years of full-time study. Part-time study may also be arranged within a planned program of study.

Doctor of Nursing Practice (DNP)

Fall Year - I

NUR 731	Philosophical, Theoretical and Conceptual Foundations for Advanced Practice Nursing	3
NUR 732	Design and Statistical Methods for Advanced Practice Nursing	3
NUR 740	Health Policy and Politics: Implications in Health Care	3
NUR 737	Interdisciplinary Leadership and Role Development for Practice Excellence	3

Spring - I		
NUR 733	Informatics for Advanced Practice Nursing	3
NUR 735	Population Health in Advanced Practice Nursing	3
NUR 738	Scholarly Developmental Seminar	2
N__ __	Elective	3

Summer Year - I

NUR 736	Application of Best Practices	4
NUR 739	Scholarly Project	7

The Accelerated Master's Entry to Nursing Pathway (AMNP)

Summer – Year I

NUR 512	Pathophysiology	4
NUR 514	Health Assessment	3
NUR 501	Foundations of Professional Nursing	3
NUR 504L	Concepts and Skills for Professional Nursing	2
NUR 502L	Foundations of Clinical Practice	3

Fall – Year I

NUR 513	Pharmacology and Therapeutics	4
NUR 505	Nursing Care of Adults	3
NUR 507	Promoting Healthy Childbearing and Childrearing Families	3
NUR 506L	Clinical Practice with Adult Patients	4
NUR 508L	Clinical Practice with Childbearing and Childrearing Families	3

Spring – Year I

NUR 509	Nursing in Communities	2
NUR 510L	Clinical Practice in Communities	2
NUR 515	Psychiatric Mental Health Nursing	2
NUR 516L	Clinical Practice in Psychiatric Mental Health Nursing	2
NUR 503	Nursing Care of Older Adults	3
NUR 517	Leadership in Professional Nursing	2
NUR 518L	Synthesis Practicum in Nursing	5

Summer – Year II

NUR 600Q	Research Design and Inferential Statistics	4
NUR 643Q	Nursing Informatics	3

Fall – Year II

NCL 620Q	Systems in Population-based Care I	3
NCL 685QL	CNL Practicum I	2

Spring – Year II

NCL 621Q	Systems in Population-based Care II	3
NCL 686QL	CNL Practicum II	2

Summer – Year III

NCL 692QL	CNL Capstone Practicum	5
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The Master of Science in Nursing (MSN)

NURSE PRACTITIONER ADULT ACUTE AND CONTINUING CARE - Distance Accessible

Fall – Year I

NUR 614	Assessment and Diagnostic Reasoning for Advanced Practice Nursing	4
NUR 600	Research and Statistics for Advanced Practice	3
NUR 612	Advanced Pathophysiology	3

Spring – Year I

NCA 616	Diagnostic and Therapeutic Procedures I	1
NCA 621	Advanced Adult Acute Care Nursing I	4
NUR 601	Role Development for Advanced Nursing Practice	3
NUR 613	Pharmacology and Therapeutics	3

Summer – Year I

NCA 617	Diagnostic and Therapeutic Procedures II	1
NCA 622	Advanced Adult Acute Care Nursing II	3
NCA 685	Practicum I: Adult Acute Care Nurse Practitioner	3

Fall – Year II

NCA 623	Advanced Adult Acute Care Nursing III	3
NCA 686	Practicum II: Adult Acute Care Nurse Practitioner	3
NCV 631	Electrocardiography for Advanced Practice	3
NUR 602	Issues Affecting Advanced Nursing Practice	3

Spring – Year II

NCA 692	Residency: Adult Acute Care Nurse Practitioner	6
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Credits

Total 46

NURSE PRACTITIONER ADULT PRIMARY CARE - Distance Accessible

Fall – Year I

NUR 600	Research and Statistics For Advanced Practice	4
NUR 612	Advanced Pathophysiology	3
NUR 614	Assessment and Diagnostic Reasoning for Advanced Nursing Practice	4

Spring – Year I

NUR 613	Pharmacology and Therapeutics	3
NAH 621	Advanced Adult Nursing I	4
NAH 685	Practicum I: Adult Nurse Practitioner	3

Summer – Year I

NUR 601	Role Development for Advanced Nursing Practice	3
NAH 622	Advanced Adult Nursing II	4
NAH 686	Practicum II: Adult Nursing Practitioner	3

Fall – Year II		
NUR 602	Issues Affecting Advanced Nursing Practice	3
NAH 692	Residency: Adult Nurse Practitioner	6
Credits		Total 40

NURSE PRACTITIONER DUAL ADULT/WOMEN’S HEALTH - Distance Accessible

Fall – Year I		
NUR 601	Role Development for Advanced Nursing Practice	3
NUR 612	Advanced Pathophysiology	3
NWH 614	Assessment and Diagnostic Reasoning for Advanced Practice	4
Spring – Year I		
NUR 613	Pharmacology and Therapeutics	3
NWH 621	Advanced Women’s Health Nursing I	4
NWH 685	Practicum I: Women’s Health Care Nurse Practitioner	3
Summer – Year I		
NWH 622	Advanced Women’s Health Care II	4
NWH 686	Practicum II Women’s Health Care Nurse Practitioner	3
NWH 631	Women’s Health for Advanced Nursing Practice I	4
Fall – Year II		
NUR 602	Issues Affecting Advanced Nursing Practice	3
NWH 692	Residency: Women’s Health Care Nurse Practitioner	6
NUR 600	Research and Statistics for Advanced Practice	4
Credits		Total 53

NURSE PRACTITIONER ADULT / GERONTOLOGY PRIMARY CARE - Distance Accessible

Fall – Year I		
NUR 614	Assessment and Diagnostic Reasoning for Advanced Practice	4
NUR 600	Research and Statistics for Advanced Practice	4
NUR 612	Advanced Pathophysiology	3
NUR 613	Pharmacology and Therapeutics	3
Spring – Year I		
NAH 621	Advanced Adult Nursing I	4
NAH 685	Practicum I: Adult Nurse Practitioner	2
NGN 632	Gerontology for Advanced Nursing Practice	3
NGN 685	Practicum I: Gerontological Nurse Practitioner	2
Summer – Year I		
NAH 622	Advanced Adult Nursing II	4
NAH 686	Practicum II: Adult Nurse Practitioner	2
NGN 686	Practicum II: Gerontological Nurse Practitioner	2
NUR 601	Role Development in Advanced Nursing Practice	3

Fall – Year II		
NAH 692	Residency: Adult Nurse Practitioner	6
NGN 692	Residency: Gerontological Nurse Practitioner	1
NGN 631	Gerontology for Advanced Nursing Practice	3
NUR 602	Issues Affecting Advanced Nursing Practice	3
Credits		Total: 49

NURSE PRACTITIONER FAMILY PRIMARY CARE - Distance Accessible

Fall – Year I		
NUR 600	Research and Statistics for Advanced Practice	4
NUR 612	Advanced Pathophysiology	3
NUR 614	Assessment and Diagnostic Reasoning for Advanced Practice	4
Spring – Year I		
NFH 621	Advanced Family Nursing I	5
NUR 613	Pharmacology and Therapeutics	3
NFH 685	Practicum I: Family Nurse Practitioner	3
Summer – Year I		
NFH 622	Advanced Family Nursing II	4
NFH 686	Practicum II: Family Nurse Practitioner	3
NUR 601	Role Development for Advanced Nursing Practice	3
Fall – Year II		
NUR 602	Issues Affecting Advanced Nursing Practice	3
NFH 692	Residency: Family Nurse Practitioner	6
Credits		Total 41

NURSE PRACTITIONER NEONATAL CARE - Distance Accessible

Fall – Year I		
NUR 600	Research & Statistics for Advanced Practice	4
NUR 612	Advanced Pathophysiology	3
NNE 614	Assessment & Diagnostic Reasoning for Advanced Practice	4
Spring – Year I		
NUR 602	Issues Affecting Advanced Nursing Practice	3
NNE 613	Neonatal Pharmacology and Therapeutics	3
NNE 621	Advanced Neonatal Nursing I	4
NUR 637	Genetics elective (optional)	3
NNE 684	Practicum I: Neonatal Nurse Practitioner	1
Summer – Year I		
NUR 601	Role Development for Advanced Nursing Practice	3
NNE 622	Advanced Neonatal Nursing II	4
NNE 685	Practicum: Neonatal Nurse Practitioner	3
NUR 644	Developmental Care elective (optional)	3
NUR 619	Health Issues of African Americans and Latinos (optional)	3

Fall – Year II		
NNE 623	Advanced Neonatal Nursing III	3
NNE 686	Practicum: Neonatal Nurse Practitioner	3
Spring – Year II		
NNE 692	Residency: Neonatal Nurse Practitioner	6
	Thesis (optional)	6
Credits		Total Required 44

NURSE PRACTITIONER PEDIATRICS PRIMARY CARE - Distance Accessible

Fall – Year I		
NUR 600	Research and Statistics for Advanced Practice	4
NUR 612	Advanced Pathophysiology	3
NUR 614	Assessment and Diagnostic Reason for Advanced Nursing Practice	4
Spring – Year I		
NUR 613	Pharmacology and Therapeutics	3
NPE 613	Primary Care Pediatric Pharmacology	1
NPE 621	Advanced Pediatric Nursing I	5
NPE 685	Practicum I: Pediatric Nurse Practitioner	3
Summer – Year I		
NUR 601	Role Development for Advanced Nursing Practice	3
NUR 633	Growth and Development	3
NPE 622	Advanced Pediatric Nursing II	5
NPE 686	Practicum II: Pediatric Nurse Practitioner	3
Fall – Year II		
NUR 602	Issues Affecting Advanced Nursing Practice	3
NPE 692	Residency: Pediatric Nurse Practitioner	6
Credits		Total 45

NURSE PRACTITIONER PEDIATRIC ACUTE AND CONTINUING CARE - Distance Accessible

Fall - Year I		
NUR 600	Research and Statistics for Advanced Practice	4
NUR 612	Advanced Pathophysiology	3
NUR 614	Assessment and Diagnostic Reasoning for Advanced Practice Nursing	4
Spring - Year I		
NUR 613	Pharmacology and Therapeutics	3
NCC 613	Acute and Continuing Care Pediatric Pharmacology	1
NCC 621	Child/Adolescent Advanced Nursing I: Acute and Continuing Care	5
NCC 685	Child/Adolescent Acute and Continuing Care PNP Practicum I	3
Summer - Year I		

NUR 601	Role Development for Advanced Nursing Practice	3
NUR 633	Growth and Development	3
NCC 622	Child/Adolescent Advanced Nursing II: Acute and Continuing Care	5
NCC 686	Child/Adolescent Acute and Continuing Care PNP Practicum II	3

Fall - Year II

NUR 602	Issues Affecting Advanced Practice Nursing	3
NCC 692	Residency: Child/Adolescent Acute and Continuing Care PNP	6

Credits Total 46

NURSE PRACTITIONER PSYCHIATRIC-MENTAL HEALTH PRIMARY CARE - Distance Accessible

Fall – Year I

NUR 600	Research and Statistics for Advanced Practice	4
NUR 612	Advanced Pathophysiology	3
NUR 614	Assessment and Diagnostic Reasoning for Advanced Practice	4

Spring – Year I

NPN 621	Advanced Psychiatric Nursing I	5
NPN 685	Practicum: Psychiatric Nurse Practitioner	3
NUR 613	Pharmacology and Therapeutics	3

Summer – Year I

NPN 622	Advanced Psychiatric Nursing II	4
NPN 686	Practicum II: Psychiatric Nurse Practitioner	3
NUR 601	Role Development in Advanced Nursing Practice	3

Fall – Year II

NPN 692	Residency: PMH Nurse Practitioner	6
NUR 602	Issues Affecting Advanced Nursing Practice	3

Credits Total 41

NURSE PRACTITIONER DUAL ADULT / REGISTERED NURSE FIRST ASSIST

Fall - Year I

NUR 600	Research and Statistics for Advanced Practice	4
NUR 612	Advanced Pathophysiology	3
NUR 614	Assessment and Diagnostic Reasoning for Advanced Practice Nursing	4
NFA 620	Surgical Techniques	3-4

Spring - Year I

NUR 601	Role Development for Advanced Nursing Practice	3
NUR 613	Pharmacology and Therapeutics	3
NCA 621	Advanced Adult Acute Care Nursing I	4
NFA 621	Advanced Perioperative Nursing I	3

Summer - Year I

NCA 622	Advanced Adult Acute Care Nursing II	3
NCA 685	Practicum I: Adult Acute Care Nurse Practitioner	3
NFA 622	Advanced Perioperative Nsg Practicum I	1

Fall - Year II

NUR 602	Issues Affecting Advanced Nursing Practice	3
NCA 623	Advanced Adult Acute Care Nursing III	3
NCA 686	Practicum II: Adult Acute Care Nurse Practitioner	3
NFA 622	Advanced Perioperative Nsg Practicum I	1

Spring - Year II

NCA 692	Residency: Adult Acute Care Nurse	6
NFA 622	Advanced Perioperative Nsg Practicum I	1

Credits Total 51 – 52

Post MSN RNFA or Post BSN certificate program

Fall or Spring

NFA 620Q	Surgical Techniques	3-4
NFA 621Q	Advanced Perioperative Nursing I	3

Fall or Spring

NFA 622Q	Advanced Perioperative Nursing 1 Practicum	1-3
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Credits Total 9 – 10

CLINICAL NURSE SPECIALIST NURSE EDUCATOR - Distance Accessible

Fall Year 1

NUR 600Q	Research and Statistics for Advanced Nursing Practice	4
NUR 612Q	Advanced Physiology and Pathophysiology	3
NTC 650	Instructional Strategies in Teaching Nursing	3
NUR 614	Assessment and Diagnostic Reasoning	4

Spring Year 1

NUR 613Q	Pharmacology and Therapeutics	3
NCA 621	Advanced Adult Acute Care Nursing I	4
NCS 685	Adult CNS Practicum I	2
NCS 616	Foundations of Clinical Nurse Specialist Practice	1
NTC 652	Curriculum and Program Development	3

Summer Year 1

NCA 622	Advanced Adult Acute Care Nursing II	3
NCS 617	Phenomena of Concern to Advanced Practice Nurses	1
NUR 601Q	Role Development for Advanced Nursing Practice	3
NTC 654Q	Evaluation of Instruction	3

Fall Year 2

NUR 602Q	Issues Affecting Advanced Nursing Practice	3
NCA 623	Advanced Adult Acute Care Nursing III	3
NTC 692	Residency: Nurse Educator	3

Q = Online Course

PALLIATIVE CARE SECONDARY SPECIALIZATION - Distance Accessible

Fall – Year 1

NUR 612	Advanced Pathophysiology	3
NUR 614	Assessment and Diagnostic Reasoning	4
NUR 600	Research and Statistics for Advanced Practice	4

Spring – Year 1

N__ 621	Advanced _____ Nursing I	4-5
N__ 685	Practicum I: _____ Nursing	3
NUR 613	Pharmacology and Therapeutics	3

Summer – Year 1

N__ 622	Advanced _____ Nursing II	3-5
N__ 686	Practicum II: _____ Nursing	3
NUR 601	Role Development	3

Fall – Year 2

N__ 692	Residency _____	6
NUR 602	Issues in Advanced Nursing	3

Spring – Year 2

NPA 626	Palliative Care for Advanced Nursing Practice I	3
NPA 685	Practicum I: Palliative Care for Advanced Nursing Practice	3

Summer – Year 2

NPA 627	Palliative Care for Advanced Nursing Practice II	3
NPA 686	Practicum II: Palliative Care for Advanced Nursing Practice	3

Fall – Year 3

NPA 692	Residency: Palliative Care for Advanced Nursing Practice	6
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Credits Total 57-60

CLINICAL NURSE SPECIALIST IN ADULT HEALTH - Distance Accessible

Fall – Year 1

NUR 600	Research and Statistics for Advanced Practice	4
NUR 612	Advanced Pathophysiology	3
NUR 614	Assessment and Diagnostic Reasoning for Advanced Nursing Practice	4

Spring – Year I

NUR 613	Pharmacology and Therapeutics	3
NCA 621	Advanced Adult Acute Care Nursing I	4
NCS 616	Foundations of Clinical Nurse Specialist Practice	1
NCS 685	Practicum I: Clinical Specialization in Adult	2
Summer – Year 1		
NCA 622	Advanced Adult Acute Care Nursing II	3
NCS 686	Practicum II: Clinical Specialization in Adult	2
NCS 617	Phenomena of Concern to Advanced Practice Nurses	1
NUR 601	Role Development for Advanced Nursing Practice	3
Fall – Year 2		
NUR 602	Issues Affecting Advanced Nursing Practice	3
NCA 623	Advanced Adult Acute Care Nursing III	3
NCS 687	Practicum III: Clinical Specialization in Adult Nursing	2
Spring – Year 2		
NCS 692	Residency: Clinical Specialization in Adult Health Nursing	4
Credits		Total 42

NURSING AND HEALTH SYSTEMS ADMINISTRATION

Fall – Year I		
NUR 600	Research and Statistics for Advanced Practice	4
NUR 601	Role Development for Advanced Nursing Practice	3
MBA 609 or HCO 615	Financial Accounting for Managers	3
Spring – Year I		
NUR 602	Issues Affecting Advanced Nursing Practice	3
NUR 630	Principles of Epidemiology	3
MBA 632 or HA 631	Managerial Processes and Behavior	3
Summer – Year I		
NHSA 620	Nursing and Health Service Administration I	3
NHSA 630	Health Services Marketing Management	3
NUR 643	Introduction to Nursing Informatics	3
Fall – Year II		
NHSA 621	Nursing and Health Service Administration II	2
NHSA 685	Nursing and Health Systems: Practicum I	2
NOM 611	Creativity, Resources and Problem-Solving	2
NHSA 640	Nursing Economics	3
Spring – Year II		
NHSA 622	Nursing and Health Service Administration III	2
NHSA 686	Nursing and Health Systems: Practicum II	4
Credits		Total 43

NURSING INFORMATICS

Fall – Year I			
NUR	601	Role Development for Advanced Nursing Practice	3
NUR	600	Research and Statistics for Advanced Practice	4
HI	600	Analysis and Design of Health Information Systems	4
Spring – Year I			
HI	601	Databases and Data Modeling	4
MBA	618	Technology Based Project Management	3
MBA	610	Financial Reports and Analysis for Management	3
Summer – Year I			
NUR	602	Issues Affecting Advanced Nursing Practice	3
NUR	643	Introduction to Nursing Informatics	3
HI	585	Making the Computer Work for You: Introduction to BVA and Visual Basic	3
Fall – Year II			
NNI	621	Conceptual Basis for Informatics Practice	3
NNI	685	Nursing Informatics Practicum I	2
MBA	632	Organizational Process and Behavior	3
Spring – Year II			
NNI	622	The Information System Life-Cycle	3
NNI	686	Nursing Informatics Practicum II	2
Credits			Total 43