MSN Degree
Everything you need to know about getting your Master of Science in Nursing degree.

The School of Nursing offers curricula leading to a Master of Science in Nursing in the following options: Advanced Practitioner of Nursing, Clinical Nurse Specialist, Quality and Outcomes Management in Health Systems, and Nursing and Health Systems Administration. Within the Advanced Practitioner of Nursing option, students elect to focus in either the Acute and Continuing Care practice area, where they can concentrate in Adult Acute Care Nursing Neonatal Nursing or Acute Pediatric, or the Primary Care practice area, where they can concentrate in Adult Nursing, Family Nursing, Palliative Care, Pediatric Nursing, or Women’s Health Nursing. Students who elect to concentrate in Adult Acute Care Nursing may further concentrate in Cardiovascular Nursing, Neuroscience Nursing, or Trauma Nursing. Students who elect to concentrate in Adult Nursing in primary care may further concentrate in Occupational Health Nursing or Oncology Nursing. Students who elect to concentrate in Pediatric Nursing may further concentrate in Pulmonary Care or Adolescent Health Care Nursing. Students who elect to concentrate in Family, Pediatric, or Women’s Health Nursing may also pursue a dual-degree option to obtain the Master of Science in Nursing and the Master of Public Health degrees.

Students who elect Nursing and Health Systems Administration may pursue the dual MSN and MBA degree. Post-master’s study for MSN graduates who have clinical specialization preparation and who are seeking nurse practitioner preparation is available in primary care or acute and continuing care. Other post-master’s learning experiences can be arranged on an individual basis.

Admission Requirements

Admission is competitive, based on an estimate of the ability of the applicant to complete the degree program and the appropriateness of the program to the applicant’s career goals. The School of Nursing accepts the most qualified students who apply within the pool for the options offered. These options can accommodate only a limited number of students and therefore, may not be able to accept all who apply.

1. Baccalaureate in nursing from a regionally accredited institution, equivalent to that of the School of Nursing at UAB in the United States, or approved by the Minister of Education for schools of nursing in foreign countries. Graduates of baccalaureate degree programs in countries other than the United States must have their baccalaureate degree transcripts evaluated by Educational Credential Evaluators, Inc.

2. An undergraduate grade-point average of at least 3.0 overall (based on a 4.0 scale) or on the last 60 hours of earned credit.

3. A GRE combined score of at least 1,000 on the verbal and quantitative sections or 1,500 on all three sections of the GRE or a score of 480 on the GMAT or a score of 410 on the MAT. (The exam requirement is waived for students pursuing a second master’s degree.) For international students, a TOEFL examination score of at least 550.

4. References and a personal interview.
**Admission on Probation**

1. Baccalaureate in nursing from a regionally accredited institution, equivalent to that of the University of Alabama School of Nursing, UAB. 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.

2. An undergraduate grade point average of at least 2.5 overall (based on a 4.0 scale) or on the last 60 hours of earned credit.

3. An acceptable GRE, GMAT, or MAT score (the exam requirement is waived for students pursuing a second master’s degree), and for international students, a TOEFL examination score of at least 550.

4. References and a personal interview.

Each application will be considered in its entirety. A master’s student admitted on probation must earn at least a 3.0 average on the first 12 semester hours of graduate work attempted in the School of Nursing to have the status changed to “good standing.”

Failure to remove the probation in the first 12 semester hours of graduate study will make the student ineligible to continue in the program.

**Admission of Undergraduate Seniors**

A senior in the School of Nursing who lacks no more than 12 semester hours to complete requirements for a bachelor’s degree and who has maintained at least a “B” average overall (or on the last 60 hours) may be permitted to pursue appropriate graduate courses while completing the undergraduate work, with approval of the instructor, the Associate Dean for Undergraduate Studies, and the Associate Dean for Graduate Studies. The appropriate form, “Approval for Undergraduate to Take Graduate Level Course,” must be processed through the Office of Student Affairs before the undergraduate student may register for any graduate course(s). If the student is subsequently admitted to the master’s study, use of this credit toward the MSN degree requires approval of the graduate studies chair and/or the associate dean for graduate studies.

Credits that have been used toward the BSN degree cannot be used toward the MSN degree.

**Admission of Non-Degree Seeking Students**

The non-degree graduate student classification makes selected master’s-level nursing courses available to persons who have a baccalaureate degree from a regionally accredited institution. There are three categories of students for which non-degree graduate student status can be granted.

(1) Persons with a baccalaureate degree who wish to take an individual non-clinical master’s-level nursing course may apply for non-degree status once they have obtained written permission to take the course from the course instructor and the Associate Dean for Graduate Studies. A Permission to Enroll In An Individual Course As A Non-Degree Graduate Student form is available in the School of Nursing Office of Student Affairs and must be completed for each course for which enrollment as a non-degree graduate student is requested. Non-degree graduate student status is granted on a semester-by-semester basis to students in this category.

(2) MSN graduates who wish to take a designated program of study in preparation for sitting for one of the nurse practitioner certification examinations also may apply for non-degree graduate status. This category is called the Advanced Study Option for MSN Graduates. Admission for this category may be competitive and is granted for the entire series of courses included in the program of study.

(3) Persons with a baccalaureate degree in nursing who wish to enroll in the certificate program preparing teachers in nursing. Admission for this category may be competitive and is granted for the entire series of courses included in the program of study.

Applicants, for categories (2) and (3), will be required to submit an official transcript showing the date the qualifying degree was awarded.

The application deadline for non-degree applicants is one week before the first day of the term applying for.
Application Fee
A non-refundable admission application fee of $35.00 is charged all applicants to studies leading to the MSN degree. The fee for non-degree status is $30.00 and is charged each time an application is processed. Application forms, information concerning admission, and general academic counseling are available at the School of Nursing. Requests for forms and information should be directed to:

Office of Student Affairs, School of Nursing, NB 105
University of Alabama at Birmingham, 1530 3rd Avenue South, Birmingham, AL 35294-1210
(205) 975-7529
www.uab.edu/son/grad_msn_forms.htm

MSN Goals
The MSN curriculum is designed to prepare advanced-practice nurses to practice in a variety of settings and to establish a foundation for future doctoral study in nursing. The MSN program of study is designed to prepare nurses with the following core competencies:

1. Provides ethical, culturally competent care in an advanced nursing role independently and collaboratively with professionals from multiple disciplines.

2. Differentiates among the advanced nursing role functions to comprehensively perform in an advanced nursing role and communicate ideas in a scholarly manner.

3. Applies teaching and learning principles to design a program of education and associated culturally sensitive materials for patients, nursing staff, and/or nursing students.

4. Assumes leadership in managing and providing quality and innovative services at a reasonable cost, in influencing health policy to improve health care, and in influencing the future directions of professional nursing.

5. Applies theories and principles of marketing, economics, consultation, management, and leadership when appropriate.

6. Applies research, theoretical formulations, and principles of scientific inquiry to provide evidence-based practice.

7. Monitors quality of one’s own advanced nursing practice and participates in continuous quality improvement based on professional practice standards and relevant statutes and regulations.

Program Completion
Each candidate for a master’s degree must signify the intention to complete the requirements by a particular graduation date by submitting a completed “Application for Degree” form. Submission of this form is in accord with the published dates found in the Student Handbook, posted in the Student Lounge and available in the Office of Student Affairs.

Degree Requirements
To be recommended for the MSN degree, a student must complete one of two plans:

Plan I (Thesis)
Completion of an approved program of study in any option (Advanced Practitioner of Nursing, Clinical Nurse Specialist, Quality and Outcomes Management in Health Systems, or Nursing and Health Systems Administration) with a 3.0 grade-point average overall and in the Advanced Nursing Practice component of the program of studies, and completion of a thesis approved by the appointed graduate committee are required.

Plan II (Non-Thesis)
Completion of an approved program of study in any option (Advanced Practitioner of Nursing, Clinical Nurse Specialist, Quality and Outcomes Management in Health Systems, or Nursing and Health Systems Administration) with 3.0 grade-point average overall and in the Advanced Nursing Practice component of the program of studies, and completion of a thesis approved by the appointed graduate committee are required.
Second MSN Degree Requirements
Individual programs of study can be developed for students who have a previous MSN degree and wish to earn a second MSN degree. The following guidelines apply for the second MSN degree:

1. Students must complete at least 30 credits hours.

2. All credits applied towards the MSN degree must be no more than five years old. Credits between five to seven years old may be validated by faculty.

3. The selected option team coordinator will develop a proposed Program of Study for students applying for a second master's degree and the program of study will be approved by the MSN team coordinators at a regularly scheduled meeting.

4. Credits applied to another degree cannot be used to meet the requirements of the second MSN degree.

Thesis and Written Research Report
The thesis required under Plan I should present the results of the candidate’s original research and the interpretation of those results. The document should also demonstrate the candidate’s acquaintance with the literature of the field and with proper selection and execution of research methodology. The physical form of the thesis must comply with the regulations stated in the leaflet Theses and Dissertations: A Guide to Preparation, which is available from the UAB Graduate School.

Recommendation for Degree
The candidate will be recommended for the master’s degree to the dean of the School of Nursing by the graduate study committee (for Plan I students) or by the academic advisor (for Plan II students); and by the Associate Dean for Graduate Studies. This recommendation must be received no later than 20 days before the end of the term in which the candidate is expected to complete all degree requirements. The recommendation will be based on evaluation of all work carried out and the thesis if Plan I was followed. The recommendation will automatically be nullified if (a) the remaining courses needed for the degree are not passed, (b) the candidate fails to establish a 3.0 average overall and in the nursing option, or (c) the candidate fails to remove all temporary grades (I, N, or Q) from the transcript.

Final Version of Thesis
The School of Nursing has the responsibility for ensuring the final version of the thesis meets the standards required of a permanent published document. Thus, after successfully passing the final examination (and at least 20 days before the expected graduation), the candidate must submit to the Office of Student Affairs one error-free, unbound copy of the thesis. This copy will be examined carefully, and the School of Nursing reserves the right to require changes to bring the document up to standards stated in Theses and Dissertations: A Guide to Preparation. The student is required to pay the fee for the approved thesis reader prior to the final submission for binding. After making these final changes, the candidate must submit to the Office of Student Affairs two typed (or otherwise reproduced) copies of the thesis on 100-percent rag bond paper. These must be received no later than 10 days after the return of the unbound thesis copy to the student. The Office of Student Affairs will send the two copies of the final version of the thesis to be bound and will place the bound copies in the appropriate UAB library.

Award of Degree
Upon approval by the Associate Dean of Graduate Studies of the School of Nursing and payment of any outstanding financial obligations to the university, the student will receive the degree from the University.

Academic Regulations
The University of Alabama School of Nursing Graduate Student Handbook [www.uab.edu/son/grad_msn.htm] provides useful information about general academic policies. School of Nursing policy mandates that all graduate students enrolled in clinical nursing courses show evidence of licensure as a Registered Nurse in the state where they will complete clinical practice requirements, malpractice insurance, hepatitis B vaccination, current CPR certification, and annual certification of blood borne pathogens (OSHA) training. It is the student’s responsibility to obtain and maintain licensure and certification. Proof of licensure must be submitted to the clinical instructor on the first day of
class. It is also the student’s responsibility to notify the School of Nursing of any encumbrance that is placed on the license.

**Grading Scale**
The grade of A is used to indicate superior performance, B for adequate performance, and C for performance only minimally adequate for a graduate student. Any graduate student completing a course at the 500 level or above with a performance below the C level will receive an F, since master’s study does not use the grade of D. Grades used in the graduate program of the School of Nursing are indicated by letters that have values on a scale of 100, as follows: A, 90–100; B, 80–89; C, 70–79; F, 0–69. Temporary notations used by the School of Nursing are “N” (no grade reported) and I (incomplete coursework). In advanced nursing practice courses in the Advanced Practitioner of Nursing and Clinical Nurse Specialist options, students must achieve a minimum grade of 80 percent (“B”) in didactic courses and a "Pass" (80 percent or above) in corresponding clinical courses in order to progress to the next course in the sequence.

**Incomplete Grades**
If an instructor does not submit a grade at the end of a term, a temporary grade of “N” will be recorded; if no permanent grade has been reported by the end of the following regular term, an F will automatically be entered in the student’s academic record. The temporary notation of “I” may be reported at the discretion of the instructor to indicate that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all course requirements. An “I” is never given to enable a student to raise a deficient grade. This notation should not be used unless there is reasonable certainty that the requirements will be completed during the following regular term, because at the end of that term the “I” automatically changes to an “F” unless the instructor has initiated an earlier grade change awarding the student a different permanent grade. In highly unusual circumstances, the student may request an extension of the time granted to complete the requirements. This request must be submitted in writing well in advance of the time when the grade automatically changes to an “F”; the approval of the instructor, the graduate studies chair or the associate dean of graduate studies, and the dean are required.

**Audit Policy**
Master’s students may audit graduate nursing courses with appropriate approval and payment of applicable fees. Permission must be obtained from the School of Nursing Office of Student Affairs and approval is necessary before registering to audit a course. Permission must be obtained from the course instructor, the advisor, and the Associate Dean for Graduate Studies. The following conditions and limitations exist with respect to auditing. Fees are the same as taking the course for credit. Admission to the course is on a space available basis only. Clinical courses may not be audited. A student may not change from audit to credit or credit to audit, nor may an audited course be repeated for credit at a later date. Audited courses do not accrue the credit hour production required for full-time status. Provided the course requirements are met, the audited course will appear on the transcript with the notation AU and zero (0) semester hours credit.

**Credit Awarded**
One semester hour of credit is awarded for 15 contact hours in the classroom or its equivalent. In clinical laboratory courses and practicum courses, one semester hour of credit is awarded for 45 contact hours in Practicum courses and one semester hour credit for 60 credit contact hours in residency courses.

**Full-time Status**
Graduate students who take a minimum of nine semester hours are classified as full-time students. Graduate students taking fewer than nine semester hours are classified as part-time. Graduate students are required to take a minimum of three semester hours each term unless they obtain a waiver from the Associate Dean of Graduate Studies.

**Transfer of Credit**
All transfers of credit into master’s study must be initiated by the student and require the approval of the master’s study director and the Associate Dean. Transfer credit accepted will be included in the calculation of UAB’s School of Nursing grade point average. Normally, up to 12 hours of graduate credit earned with a grade of B or above in another accredit-
ed graduate school may be considered for transfer. An application for transfer of credit cannot be made until the student has completed 12 semester hours of graduate work at UAB and is in good academic standing. All transfers must be complete 30 days before graduation. Credit that has already been applied toward any degree (either at UAB or elsewhere) cannot be applied toward another degree at UAB. Up to 12 semester hours of appropriate graduate credit earned while in non-degree status in the UAB Graduate School or the School of Nursing may be transferred into master’s study by a student in good academic standing. Similarly, undergraduates who receive special permission to begin graduate work before completion of a bachelor’s degree may transfer up to 12 semester hours into master’s study, provided that these credits have not been used to meet the requirements of the bachelor’s degree.

**Academic Policy: Good Standing**

In order for a student to maintain good academic standing in the School of Nursing, a grade-point average of at least 3.0 (B average) and overall satisfactory performance on pass/fail courses are required. Satisfactory performance on pass/fail courses is defined as the earning of at least as many P grades as NP grades combined.

**Repeated Courses**

Master’s students are allowed to repeat courses for credit. All courses taken and all grades earned are permanently recorded on the student’s transcript. Only the higher grade achieved will be used in computing the grade point average, provided that the student notifies the School of Nursing’s Office of Student Affairs of the repeat (the calculation using the higher grade is not automatic).

**Time Limitations**

Graduate credits may be applied to the MSN degree within a period of five years. Credits earned between five and seven years may be validated by examination or other appropriate mechanisms. Graduate credits more than seven years old may not be validated.

**Online Courses**

A student participating in an online course with the School of Nursing will need to ensure their computer meets minimum standards. These standards have been posted on the School of Nursing (SON) Web site at: [http://www.uab.edu/son/online.htm]. Students should review this information to ensure their online experience is a successful one.

**Admission on Probation**

It is necessary to distinguish two cases, one in which the student is admitted on probation and the other in which the student is in good academic standing at one time but is later placed on probation. Students who are admitted on probation must demonstrate their ability to perform at the level required for graduation by establishing good academic standing at the end of the term when their semester hours attempted equals or first exceeds 12 semester hours. Students who do not accomplish this will be dismissed from the School of Nursing. A degree-seeking or non-degree graduate student who has been in good academic standing, but who at the end of any regular term fails to meet the two criteria to continue in good academic standing, will be placed on probation. Such a student must re-establish good academic standing within the next two regular terms of graduate study undertaken. Otherwise the student will be dismissed from the School of Nursing.

**Application Following Dismissal**

After a student has been dismissed from the University of Alabama School of Nursing, no new application for admission (either as a degree-seeking student or as a non-degree student) will be considered until at least two regular terms have passed. When any individual applies for admission to studies leading to the MSN degree, a major part of the admissions decision involves an estimate, based on the applicant’s academic history, of whether the applicant can perform satisfactorily at the graduate level. For applicants who have previously been dismissed from master’s study, the prima facie evidence is that the individual is incapable of graduate level work. To obtain a positive decision, convincing evidence must be presented to the Graduate Admissions, Progression, and Graduation Committee that a radical improvement has occurred so that it is probable that the applicant can perform at the required level in graduate work.

**Academic Conduct and Appeal**

The relationship between the student and the graduate faculty and administration is based on mutual
respect and a set of expectations each has of the other. The school expects mature and honorable conduct from every student and reserves the right to take appropriate disciplinary action when such conduct is not forthcoming. Information regarding the student grievance procedure and appeals process may be found in the University of Alabama School of Nursing’s Graduate Student Handbook [www.uab.edu/son/grad_msn.htm].

Course of Study

Faculty Advisor
Immediately after a degree-seeking student enters graduate study, a member of the faculty will be assigned to serve as the student’s advisor. This may be a temporary arrangement if the student’s special interests are not yet established. The student and the advisor should confer about courses and any special work to be taken, on the basis of the student’s previous experience and the requirements of the graduate curriculum. Master’s students must have completed at least one full calendar year of appropriate clinical experience prior to entering the advanced clinical sequence.

Plan I or Plan II
The School of Nursing recognizes two paths, Plan I and Plan II, which lead to the master’s degree. Plan I requires completion of the prescribed program of study in the major, plus the presentation of an acceptable thesis embodying the results of original research work. A public defense of this work is expected. Four semester hours of credit are usually awarded for the research and thesis. Plan II requires completion of two credits of a Research Practicum in which the student participates in the conduct of research, completion of a minimum of two elective support credits (in some options these credits may be prescribed by the faculty), and completion of the approved program of study in good standing. Overall, the majority of the master’s degree-seeking student’s coursework must follow the prescribed program of studies and reflect completion of coursework at the 600 level. However, students may take selected undergraduate courses that are supportive of their academic goals under the elective component of their program of study. Such coursework may be counted toward the master’s degree.

Graduate Study Committee
Students choosing Plan I must appoint a graduate committee composed of at least three members who are able to bring some relevant insight and expertise to guide the student. All members may be faculty in the School of Nursing or one member may be a faculty member in another discipline. Recommendations for the graduate study committee membership are submitted by the student, who has obtained approval from the advisor/committee chair, to the associate dean for graduate studies prior to registration.
MSN Course Descriptions

For all online/"Q" courses, contact the course instructor prior to the start of the class for additional information.

NUR 533 Spirituality and 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. PREQ: Minimum undergraduate senior level standing or graduate student status or by permission of instructor. A foundation in computer utilization and accessing resources through use of the internet is strongly recommended. 3 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 healthcare professional. PREQ: Minimum undergraduate junior level standing or graduate student status or by permission of instructor. 3 hours

NUR 600Q Research Design and Inferential Statistics—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. PREQ: Undergraduate courses in (1) Descriptive Statistics and (2) Research, or the equivalent. 4 hours (online)

NUR 601Q 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 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. PREQ: Admission to the SON MSN Program or permission of the instructor. 3 hours (online)

NUR 602Q 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. PREQ: Admission to the SON MSN Program or permission of the instructor. 3 hours (online)

NUR 605 Research for Evidenced Based Practice—This core course is designed to prepare master's nursing students with the research knowledge and skills to: (1) use current research findings to improve practice, (2) use the process of research to examine questions identified in one’s own nursing practice, (3) develop an evidence-based advanced nursing practice, and (4) contribute to expansion of nursing’s knowledge base. This course will also
include integration of the following elements and/or activities: critical thinking, informatics, current technologies for data management and statistical analysis, collaboration, scholarly writing, preparing/giving professional presentations, theory evaluation and application, scientific integrity and ethics, human diversity, and social issues. The advanced-practice role emphasis of this course is that of investigator, research collaborator, and content expert in a selected practice field. PRE/COREQ: Admission to MSN program or permission of instructor, plus a graduate course in inferential statistics and a solid foundation in computer utilization and accessing scientific sources by Internet. 3 hours (online).

**NUR 611Q Management of Diabetes Mellitus (Types 1 and 2): A Multidisciplinary Approach across the Life Span**—This course will provide a multidisciplinary framework of identification of those at risk for, or who already possess, the metabolic syndrome or 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 multidisciplinary 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. PREQ: Successful completion of a Graduate level pathophysiology course. 3 hours (online)

**NUR 612Q 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. Prerequisite: Admission to the Graduate Studies of the School of Nursing or permission of instructor. PREQ: None. 3 hours (online).

**NUR 613Q 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. The unique characteristics of special populations related to therapeutic needs, as well as drug absorption, metabolism, and excretion, are defined. Prerequisite: Graduate standing or permission of the instructor. PREQ: None. 3 hours (online)

**NUR 615 Sexuality Issues in Health and Illness: A Life Span Approach**—This course includes the ethical, social, biological, and psychological concepts of human sexuality. Open to non-nursing students. PREQ: Admission the School of Nursing or permission of course instructor. 3 hours

**NUR 616 Diagnostic and Therapeutic Procedures for Advance 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. PREQ: None. 1 hour

**NUR 630Q 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. PRE/COREQ: Completion of a graduate level course in inferential statistics or NUR 600: Research and Statistics for Advanced Practice or its equivalent. 3 hours (online)

**NUR 633Q Growth and Development**—This course centers on major theories of development including physiological, psychoanalytic, social, stimulus-response, cognitive, and moral. PREQ: None. 2 hours (online)

**NUR 637Q Genetic Principles and Issues**—This course introduces basic genetic concepts and their application to advanced nursing practice. Human chromosomes, karyotypes, mitosis, meiosis, DNA replication, genotype, phenotype, mendelian inheritance, gene expression, biochemical genetics, chromosomal aberration, and the human genome project will be explored in relation to genetic health patterns. In addition, pedigree construction and
analysis, pre- and post-natal genetic screening, and adult or late-onset genetic diagnostics will be discussed as tools for family risk assessment. Strategies for genetic counseling and therapeutics will be analyzed and their ethical implications will be evaluated. **PREQ:** Graduate status or permission of the instructor. 3 hours (online)

**NUR 639Q Complementary Therapies and Strategies in Health Care**—This elective course presents complementary and alternative therapies and integrative health care as an emerging paradigm in the health care arena and how nurses and other health care professionals can use this knowledge to improve the care of selected patient populations. This course will examine both the concept of integrative health care and major complementary therapies, including theoretical base, research support, action, uses, contraindications, and side effects. The sociocultural, economic, legal, and ethical issues associated with complementary therapies will be included, as well as standards for practice and available resources. Students will be encouraged to explore ways in which they can counsel patients regarding complementary therapies, as well as potential inclusion of the therapies in their own practice. **PREQ:** Graduate student status is required for course at the 600 level. Undergraduate junior level after completion of NUR 350 or senior level undergraduate student status is required for the course at the 400 level. A foundation in computer utilization and accessing resources by Internet is strongly recommended. 3 hours. (online)

**NUR 641Q Herbal and Nutritional Supplements**—This elective course provides information to nurses and other health care professionals about herbal remedies and nutritional supplements so that they can provide safe, effective care to patients who may be using them. This course will examine the ethical, socioeconomic, and cultural issues associated with patient use of herbal medicines, and nutritional supplements. Also included will be the regulation of these products and available research on their efficacy, safety, and quality. A review of the indications, pharmacokinetics, toxicity, contraindications, side effects, and long-term safety of popular herbal medicines and nutritional supplements will be included, along with information on drug-herb interactions, contraindicated herbs and herbal combinations, and safety concerns regarding nutraceuticals. Assessment, teaching, and MSN-degree counseling of patients will be emphasized. **PREQ:** Junior level after completion of NUR 350 or senior level undergraduate student status is required for NUR 441. Graduate student status is required for NUR 641. A foundation in computer utilization and accessing resources by Internet is strongly recommended. 3 hours (online).

**NUR 642 Health, Education and Social Welfare in Guatemala**—The purpose of this course is to provide students with a cross-cultural experience in which they will live for nine days with a Guatemalan family in Antigua, Guatemala, while learning about Guatemalan health, educational, and social-welfare issues. Students will participate in one 2-hour pre-trip seminar in Birmingham or online prior to travel. This seminar will focus on an overview of the course, a model for assessing culture, and an overview of Guatemalan 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 Guatemala. In addition, students will take individualized Spanish classes for 4 hours each day focusing on Guatemalan health, education, and social-welfare issues. They will also observe a variety of health, social-welfare, and educational programs including a hospital for convalescents, a village health station, a school, a public-health center, a community social-service organization, and the national hospital in Antigua. Study Abroad. 3 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 health care information. **PREQ:** Admission to the MSN Program. 3 hours
NUR 644Q Principles of Developmental Care for Newborn Infants and Their Families—
This course provides students with an overview of principles of individualized developmental care for newborns and infants and 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 and develop plans to promote organizational change in order to incorporate developmental care principles in a clinical setting. 
PREQ: Must be admitted to the SON or have permission of the instructor. 3 hours (online)

NUR 667 Psychosocial Aspects of Evidence-Based 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 with the ability to analyze needs for development of interventions to address the psychosocial needs of those with chronic illness. 
PRE/COREQ: NUR 360 for undergraduate students and admission to the MSN Program for graduate students. 3 hours

NUR 670Q Occupational Health Management Principles—This course provides working knowledge of management topics specific to planning, directing, and evaluating occupational health services. Open to non-nursing graduate students. 1 hour (online)

NUR 680/680Q Coordination and Implementation of Clinical Research: Introduction—This 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. 
PREQ: BSN or admission to the SON Graduate Program. Honors BSN students may enroll senior year with permission of instructor; must have a solid foundation of computer utilization. 3 hours. (Offered both as an online or an on-campus course.)

NUR 681Q 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.
PREQ: Successful completion of a research design course. Open to post-baccalaureate and graduate students in the School of Nursing. Non-nursing students may enroll with permission of the instructor. 2 hours (online)

NUR 690 Independent Study in Nursing—
This course allows concentration on a selected topic of interest relevant to the Program of Studies. PREQ: Written independent study contract signed by the faculty member who will supervise the independent study. 1-6 hours

NUR 691 Independent Study in Clinical Nursing—This 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. 
PREQ: Written independent study contract signed by the faculty member who will supervise the independent study. 1-6 hours

NUR 692 Clinical Practicum in Genetics (SPRING, 2006)—This course provides students
with the opportunity to apply concepts related to genetic principles and issues in a clinical practicum experience. Students will work with an approved preceptor in a clinical site that provides genetic services to prenatal clients and children with known or suspected genetic disorders. Students will conduct genetic assessments, apply the nursing process to develop culturally-appropriate and ethical plans of care, participate as a member of an interdisciplinary team, and use genetic counseling principles in interactions with families and children who have known or suspected genetic problems. Students will also implement an educational program related to genetics for nurses in a clinical or community setting. PRE/Coreq: NUR 637. Students must also be able to secure a clinical site and preceptor approved by the course faculty prior to enrollment in the course. 1-2 hours

NUR 695Q Inferential Statistics—This course is designed to prepare master’s students with the statistical 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) develop an evidence-based, advanced nursing practice. This course will include: univariate and bivariate statistics, both parametric and nonparametric, hypothesis testing, and probability. This course will also include integration of the following elements: critical thinking, Informatics, current technologies for data-management and statistical analysis, scholarly writing, and scientific integrity. PREQ: A course in descriptive statistics that is no more than seven years old or a pass on a descriptive-statistics competency exam administered through the School of Nursing. NUR 695 must be taken concurrently with NUR 695L. 3 hours (online)

NUR 695L Inferential Statistics Lab—Coreq: NUR 695Q

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. PRE/Coreq: A graduate course in inferential statistics and NUR 605 (or the equivalent). 1,2,3 hours

NAD 620 Interdisciplinary Adolescent Health Care I—This course emphasizes normal physical, cognitive and psychosocial development of adolescents as well as the physical and psychosocial aspects of chronic and acute disease. Assessment and intervention strategies are taught with an emphasis on family development. A strong clinical component is emphasized, with individual and interdisciplinary supervision provided. PREQ: Graduate standing and acceptance as a trainee in the Leadership Education in Adolescent Health (LEAH) training program or special permission from the instructor, e.g., short term trainee, graduate nursing student. 3 hours.

NAD 621 Interdisciplinary Approach to Adolescent Health Care I—This course emphasizes normal physical, cognitive, and psychosocial development of adolescents, as well as the physical and psychosocial aspects of chronic and acute disease. Assessment and intervention strategies are taught, with an emphasis on family involvement. A strong clinical component is emphasized, with individual and interdisciplinary supervision provided. PREQ: Graduate standing and acceptance as a trainee in the Leadership Education in Adolescent Health (LEAH) training program or special permission from the instructor, e.g., short term trainee, graduate nursing student. 3 hours.

NAD 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. **PRE/COREQ:** NUR 612. 4 hours

**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. This 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. **PRE/COREQ:** NUR 606, NUR 612, and NAH 620. NUR 607, NUR 613, and NUR 616. At least two credit hours of NAH 685 must be taken concurrently. Prior to enrollment in NAH 621 and NAH 685, students, in conjunction with their advisor, must secure an approved clinical preceptor. 4 hours

**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. **PRE/COREQ:** Successful completion of NAH 621 is a prerequisite. NUR 608 is a pre-or co-requisite course. Prior to enrollment in NAH 622 and 685, the student, in conjunction with the advisor, must secure an approved clinical preceptor. 4 hours

**NAH 685 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 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 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. **PRE/COREQ:** NAH 620. At least two credit hours of NAH 685 must be taken concurrently with NAH 621. Prior to enrollment in NAH 685, students, in conjunction with their advisor, must secure an approved clinical preceptor. 1-3 semester hours in any term with a total of 6 hours in the program.

**NAH 686 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 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. 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. PRE/COREQ: NAH 621 or NAH 622; See course instructor for practicum requirements. 1-3 hours.

**NAH 692 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. PREQ: Successful completion of NAH 622 and six credits of NAH 685. Negotiation of a clinical preceptorship in collaboration with the faculty is a prerequisite. 3,4,5,6 hours with a total of 8 hours in the program. 3-6 hours.

**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 patient. COREQ: NCA 621. 1 hour.

**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. COREQ: NCA 622. 1 hour.

**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 managed in primary, acute, or critical care settings. Content includes management strategies from the domains of nursing, medical, and pharmacological therapeutics, and emphasizes direct care to clients. This course utilizes a problem-based case study format to assist 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. PRE/COREQ: NUR 606, NUR 612, and NCA 620. NUR 607, NUR 613, and NUR 616 are pre- or co-requisites. At least two credit hours of NCA 685 must be taken concurrently. Prior to enrollment in NCA 621 and NCA 685,
students, in conjunction with their clinical instructor, must secure an approved clinical preceptor. 4 hours

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. **PRE/COREQ:** Successful completion of NCA 621. NUR 608 is a pre- or co-requisite course. A minimum of two credits of the clinical practicum NCA 685 must be taken concurrently with NCA 622. Prior to enrollment in NCA 622 and 685, the student, in conjunction with the advisor, must secure an approved clinical preceptor. 3 hours

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. **PRE:** NCA 622. **PRE/COREQ:** NUR 602. **COREQ:** NCA 686 or NCA 687. Prior to enrollment the student, in conjunction with the advisor, must secure an approved clinical preceptor. 3 hours

NCA 685 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 (e.g. individuals, families, groups) and 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 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. **PRE/COREQ:** NCA 620. At least two credit hours of NCA 685 must be taken concurrently with NCA 621. Prior to enrollment in NCA 685, students, in conjunction with their advisor, must secure an approved clinical preceptor. 1-4 semester hours in any term with a total of 6 credits in the program. 1-4 hours

NCA 686 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 (e.g. 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. **PRE/COREQ:** NCA 622 or NCA 623. Prior to enrollment the student, in conjunction with the advisor, must secure an approved clinical preceptor. 1-3 hours
NCA 692 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. **PREQ:** Successful completion of NCA 622 and six credits of NCA 685. Prior to enrollment in NCA 692, students, in conjunction with their advisor, must secure an approved clinical preceptor. 4-8 hours, with a total of 8 hours in the program. 3, 4, 6 hours

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. **PREQ:** NPS 621 and NPS 685. **COREQ:** NPS 686. 5 hours

NCC 685 Practicum I: Child/Adolescent Acute and Continuing Care Nurse Practitioner—This course prepares the student in 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. **PREQ:** NPE 614. **COREQ:** NPS 621. 1-3 hours

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 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 children, adolescents, and their families within the scope of practice of acute care child/adolescent nurse practitioners. **PREQ:** NPE 614. **COREQ:** NPS 685. 5 hours

NCC 686 Practicum II: Child/Adolescent Acute and 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. **COREQ:** NCC 621. 3 hours
NCC 692 Residency: Child/Adolescent Acute and Continuing Care Nurse Practitioner—
This course prepares the student in the child/adolescent acute & 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 & continuing care 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. PREQ: NPS 622 or NPS 686. 3-6 hours

NCS 616 Foundations of Clinical Nurse Specialist Practice—This graduate specialty 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, healthcare economics, and social issues. COREQ: NCS 685. 1 hour

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 help 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. COREQ: NCS 685. 1 hour

NCS 685 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. PRE/COREQ: NCA 620. At least two credit hours of NCS 685 must be taken concurrently with NCA 621. MSN degree prior to enrollment in NCS 685, students, in conjunction with their advisor, must secure an approved clinical preceptor. 1-2 hours

NCS 686 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. PRE/COREQ: NUR 608, NCA 620 NCA 621 or permission of instructor. 1-2 hours

NCS 687 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. **PREQ:** NUR 608, NCA 620 and NCA 621 or permission of instructor. 1-2 hours

**NCS 692 Residency: 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 for nursing and other disciplines. The student will implement the role of the CNS to manage the health care of adult clients, within a specialty area, by role modeling advanced assessment of clients, teaching nurses and clients, assessing employment issues, and evaluating products. **PREQ:** Completion of NCA 621 and 622 and NCS 685, 686, and 687. Prior to enrollment in NCS 692, students, in conjunction with their clinical advisor, must secure an appropriate clinical preceptor. Completion of 6 credits is required. 1-4 hours

**NCV 630 Advanced Cardiovascular Nursing**—This course is designed to 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. 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. **PREQ:** NUR 612 or permission of course instructor. 3 hours

**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 electrophysiological 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. 3 hours

**NFH 614/614Q 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 conditioning health assessments and planning care for holistic, adaptive human beings. The following elements are integrated into the course: professional presentations, critical thinking, human diversity, and social issues. **PRE/COREQ:** NUR 612. Prior to enrollment the student, in conjunction with the advisor, must secure an approved clinical preceptor. **PREQ:** NFH 620. **PRE/COREQ:** NUR 607. A minimum of two clinical practicum courses, one must be NFH 686 taken concurrently with NFH 621. Prior to enrollment the student, in conjunction with the advisor, must secure an approved clinical preceptor. 4 hours (offered on-campus and online)

**NFH 620Q Assessment and Diagnostic Reasoning in 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. **PRE/COREQ:** NUR 612.4 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 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 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. PRE/COREQ: NUR 606, NUR 612, and NFH 620. NUR 607, NUR 613, and NUR 616 are pre- or co-requisites. At least two credit hours of NFH 685 must be taken concurrently. Prior to enrollment in NFH 621 and NFH 685, students, in conjunction with their advisor, must secure an approved clinical preceptor. 4-5 hours

**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. PRE/COREQ: Successful completion of NFH 621. NUR 608 is a pre- or co-requisite course. A minimum of two credits of the clinical practicum NFH 685 must be taken concurrently with NFH 622. Prior to enrollment in NFH 622 and 685, the student, in conjunction with the advisor, must secure an approved clinical preceptor. 4 hours

**NFH 623 Advanced Family Nursing III**—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 culturally diverse clients with commonly occurring chronic and complex health problems over the life span. Students will also have the opportunity to develop strategies to market the nurse practitioner role, to create a specific practice position, and to explore strategies to market their role in family health care. The following elements are integrated into the course: critical thinking, health promotion and disease prevention, scientific integrity and ethics, human diversity and social issues, and professional role development. PREQ: NFH 622. COREQ: NFH 686.

PRE/COREQ: NUR 602. Prior to enrollment the student, in conjunction with the advisor, must secure an approved clinical preceptor. 4 hours

**NFH 621 Advanced Family Nursing I**—This course provides a theoretical and practical base for students to diagnose and manage health problems of clients across the life span. Content includes management strategies from the domains of nursing and 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 clients within the scope of practice of family nurse practitioners. PREQ: NUR 612. COREQ: NFH 685. PRE/COREQ: NUR 613. See course instructor for clinical information prior to enrollment. 4-5 hours

**NFH 622Q 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. PRE/COREQ: Successful completion of NFH 621. NUR 608 is a pre- or co-requisite course. A minimum of two credits of the clinical practicum NFH 685 must be taken concurrently with NFH 622. Prior to enrollment in NFH 622 and 685, the student, in conjunction with advisor, must secure an approved clinical preceptor. 4 hours (online)

**NFH 685/685Q 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. PRE/COREQ: Successful completion of NFH 620. At least two credit hours of NFH 685 must be taken concurrently with NFH 621 and with NFH 622. Prior to enrollment in NFH 685/685Q, students, in conjunction with their advisor, must secure an approved clinical preceptor. 4 hours. (Offered on-campus and online)

**NFH 686 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 life span, 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. COREQ: NFH 685 and NFH 623. Prior to enrollment the student, in conjunction with the advisor, must secure an approved clinical preceptor. 1- 3 hours

**NFH 687 Practicum III: Family Nurse Practitioner (FALL, 2006)**—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. 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. PREQ: NFH 686. Prior to enrollment the student, in conjunction with the advisor, must secure an approved clinical preceptor. 2 hours

**NFH 692/692Q 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 (e.g. 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. PREQ: Successful completion of NFH 687 is required prior to enrolling in this course. Successful completion of required or elective support courses as identified on the student's Program of Studies is also required prior to enrollment in this course. Negotiation of a clinical preceptorship in collaboration with the faculty is prerequisite. 4,6, 8 hours (Offered on-campus and online)

**NGN 622 Advanced Gerontological Nursing III**—This course is the second of two required clinical theory courses designed to prepare the student to function as a gerontological nurse practitioner. Knowledge and skills acquired in NAH 614 and NGN 621 provide a foundation for the utilization of selected concepts and theories in the management of the care of gerontological clients with increasingly complex health problems. NGN 622 is designed to expand the foundation of theoretical knowledge for the nurse practitioner and prepare the student for full scope practice in a clinical residency. PRE/COREQ: Successful completion of NGN 621 is a prerequisite. NUR 608 is a pre- or corequisite. See course instructor for clinical course corequisites. 3 hours
NGN 685 Practicum I: Gerontological Nurse Practitioner—This course is the first in a series of three practicum courses for the gerontology nurse practitioner students and is taken concurrently with NGN 621. In selected clinical settings students are expected to integrate the knowledge and competencies gained from foundation courses and didactic content to further develop the Gerontology Nurse Practitioner role. **PRE/COREQ:** Concurrent enrollment in NGN 620 or NGN 621. See course instructor for practicum requirements. 1, 2, 3 hours

NGN 692 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. **PREQ:** Successful completion of NGN 622. See course instructor for practicum requirements. 3, 6 hours

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. **PREQ:** Admission to the Nursing and Health Systems Administration option. 3 hours

NHSA 621Q 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. **PREQ:** Successful completion of NHSA 620. 2 hours (online)

NHSA 622Q 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 discussion 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. PREQ: Successful completion of NHSA 621. 2 hours (online)

NHSA 630Q Health Service Marketing Management—The redesign of health care 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. PREQ: Admission to the MSN Program or permission of the course instructor. 3 hours (online)

NHSA 640Q Economics for Nursing—Nurses care for people and caring is the central concept of modern nursing. Caring takes many forms, including caring about the economics of services provided. Changes in payment systems, organizational structure, and the U.S. health care market have led to new interests in the economics of care delivery. Nurses play a major role in the care delivery, as clinicians, administrators, and scholars. Topics for this on-line course include a basic introduction to economics as it applies to nursing, the nursing labor and services markets, and clinical professional economic issues facing nursing today. PREQ: Admission to the MSN Program or permission of course instructor. 3 hours (online)

NHSA 685Q Nursing & 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 master’s core courses and prerequisite support courses to meet the objectives of the course. PREQ: NHSA 620. COREQ: NHSA 621 for MSN students. 2 hours

NHSA 686 Nursing & Health Systems Administration/Quality Management 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 are 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. PREQ: NHSA 621 and NHSA 685. COREQ: NHSA 622.4 hours

NNE 614Q Assessment & Diagnostic Reasoning for 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 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. PREQ: NUR 612. 4 hours (online)

NNE 621Q 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 clinical assessment and decision-making in order 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. PREQ: NUR 612, and NNE 614. 4 hours. (online)

NNE 622Q 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. PREQ: Successful completion of NNE 621. If any NNE 685 hours are taken concurrently with NNE 622, the student, in conjunction with their advisor, must secure an approved clinical preceptor prior to enrollment in this course. 4 hours (online)

NNE 623Q 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. PREQ: NNE 622. COREQ: NNE 685. 4 hours (online)

NNE 685 Practicum I: 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 in this course emphasizes a trajectory of the nurse practitioner experience from novice to beginning expert, and includes interdisciplinary collaboration, coach, educator, and may include consultant. PREQ: NNE 620. See course instructor for practicum requirements. 3 hours

NNE 686Q Practicum II: 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. COREQ: NNE 621. See course instructor for practicum requirements. 1-3 hours (online)

NNE 692Q 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 NP role with patients/clients by providing neonatal health care services to clients (e.g. 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.  

PREQ: NNE 687. See course instructor for residency requirements. 1-6 hours

NNI 621Q Conceptual Basis for Informatics Practice (FALL, 2006)—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. PREQ: NUR 643. COREQ: NNI 685. 3 hours (online)

NNI 622Q The Information System Life Cycle (SPRING, 2007)—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 system 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. PREQ: NUR 643, NNI 621Q and NNI 685. COREQ: NNI 686. 3 hours (online)

NNI 685 Nursing Informatics: Practicum I (FALL, 2006)—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 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. PREQ: NUR 643. COREQ: NNI 621Q. 3 hours

NNI 686 Nursing Informatics: Practicum II (SPRING, 2007)—This course provides an experimental base for students to develop and implement the role of the informatics nurse 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 to synthesize knowledge gained in all previous courses in the curriculum. This course includes 100 hours of clinical practice and is to be taken concurrently with NNI 622Q. This course is designed to function as the clinical capstone to the NNI curriculum. PREQ: NNI 621Q and NNI 685. COREQ: NNI 622Q. 2 hours

NNS 630Q 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 adds to the 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. PREQ: Admission to the MSN program. 3 hours (online)

NOH 621 Advanced Occupational Health Nursing I—This course provides a theoretical and practical base for students to diagnose and manage health problems of workers. Content includes management strategies from the domains of nursing, medical, and pharmacological therapeutics, and emphasizes direct care in occupational-health settings. 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 adult patients within the scope of practice of occupational-health 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. **PREQ:** NUR 606, NUR 612 and NAH 620. **PRE/CoreQ:** NUR 607, NUR 613 and NUR 616. At least two credit hours of NOH 685 must be taken concurrently. Prior to enrollment in NOH 621 and NOH 685, students in conjunction with their advisor, must secure an approved clinical preceptor. 4 hours

**NOH 622 Advanced Occupational Health 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 working adults with commonly occurring chronic and complex health problems. Students will also have the opportunity to create a specific practice position and explore strategies to market their role in occupational health. The student is expected to apply the concepts and theories discussed in class to the care of employees in the corresponding clinical course. **PREQ:** Successful completion of NOH 621 is a prerequisite. Prior to enrollment in NOH 622 and 686, students in conjunction with their advisor, must secure an approved clinical preceptor. 4 hours

**NOH 685 Practicum: Occupational Health Nurse Practitioner**—This course allows the student to develop the Occupational Health Nurse Practitioner role by providing health care services to employees and 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 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. **PREQ:** NAH 620. **COREQ:** At least two credit hours of NOH 685 must be taken concurrently with NOH 621 and with NOH 622. Prior to enrollment, students in conjunction with their advisor must secure an approved clinical preceptor. 1-3 hours

**NOH 686 Practicum: Occupational Health Nursing II**—This course further prepares the student in the occupational health nurse practitioner role. The student continues to develop expertise in providing care for employees in selected clinical primary-care and occupational-health settings. The student is expected to continue growth in the competencies related to occupational-health practice including interdisciplinary collaboration, assessing health and safety risks for employee groups, and leadership in planning and implementing occupational-health services/programs. Students are expected to build on knowledge and competencies gained in NOH 685. **PREQ:** NUR 612. **COREQ:** NOH 621 and NUR 613. Contact course instructor for additional course information. 3 hour

**NOH 692 Residency: Occupational Health Nurse Practitioner**—This course is the culminating experience for the student to practice in the role of an Occupational Health 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 occupational-health nurse practitioner to manage the health care of employees in occupational-health settings. Successful completion of NOH 622 and six credits of NOH 685 and 686 are required prior to enrolling in this course. **PREQ:** Successful completion of required or elective support courses as identified on the student Program of Studies and negotiation of a clinical preceptorship,
in collaboration with the faculty. 4-8 credits, with a total of 8 credits in the program.

**NOM 611Q 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. **PREQ:** Admission to the QOMHS MSN Program or permission for course instructor. 2 hours (online).

**NOM 630 Survey of Outcomes in Health Care**—This multidisciplinary course, open to all UAB graduate students, is a survey of outcome measurement and outcomes management in health care. Building on knowledge acquired in graduate level research and statistics courses, this course provides study of theoretical and practical concepts in the outcomes area and prepares students for further coursework and experience in the field. Emphasis is placed on functional status and health-related quality of life, cost-effectiveness analysis, measurement, and improvement of health care quality. **PREQ:** Master’s level research course and statistics course. 3 hours

**NOM 620Q Quality and Outcomes Management in Health Systems I**—This course focuses on improving patient/stakeholder-based outcomes and relationship-management systems in health care settings. The theoretical and practical bases of collecting and using self-reported outcomes data, including patient/stakeholder satisfaction, health and functional status, and quality of life, to improve the quality of patient/client-care delivery are emphasized; also addresses project management. **PREQ:** Admission in the QOMHS Option. This course is also open to nursing and non-nursing students with the permission of the instructor. 3 hours (online)

**NOM 621Q Quality and Outcomes Management in Health Systems II**—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 clinical outcomes of care. Emphasis is placed on coordination, patient-care redesign, case management, clinical-pathway development, clinical practice guidelines, benchmarking, and cost-benefit analysis to improve patient care. **PREQ:** NUR 608, NOM 620, and NOM 685. **COREQ:** NOM 686 for students in the QOMHS option. HCOW 614 is recommended but not required pre or co-requisite for this course. This course is open to nursing and non-nursing students with permission of the instructor. 2 hours (online)

**NOM 622Q Quality and Outcomes Management in Health Systems III**—This course focuses on the theoretical and practical bases for contributing to organizational performance; excellence through systematic, concurrent review of multiple outcomes, strategic and quality management; cost of poor quality; and regulatory processes including accreditation. **PREQ:** NOM 621and NOM 686. **PRE/COREQ:** NUR 607 and HI or HA 640 or HCOW 614 or other faculty-approved fiscal-management course. This course is open to other graduate students with the permission of the instructor. 2 hours (online)

**NOM 685: Practicum I: Outcomes Measurement and Health Care Improvement**—This course focuses on students applying knowledge from NOM 620 and prior experiences and coursework to implement a project focusing on collecting and using patient/stakeholder-based feedback to assess and recommend improvements to a relationship management system. This course requires students to form a team and to reflect, both individually and collectively, on their learning and functioning as a team and as members of a team. **PREQ:** NOM 611 and NUR 600. 2 hours

**NOM 686 Practicum II: Quality and Outcomes Measurement**—This course prepares the student in QOMHCS. In Practicum II, the student continues to develop expertise through clinical experiences related to measuring clinical outcomes and improving care processes. Further, the student continues to apply knowledge and current research findings to the areas of health outcomes measurement and quality improvement. **PREQ:** NOM 620 and NOM 685. **COREQ:** NOM 621 and negotiation of a clinical
preceptorship, in collaboration with the faculty, prior to the beginning of the term. 4 hours

NON 630Q Advanced 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 hours (online)

NPA 614Q 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 for holistic, adaptive human beings. The following elements are integrated into the course: professional presentations, critical thinking, scientific integrity and ethics, human diversity, and social issues. PRE/COREQ: NUR 612. 4 hours (online).

NPA 621Q Advanced Culturally Competent Palliative Care Nursing 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 across the life span. Content includes multidisciplinary management strategies to holistic health care delivery as it applies to the administration of culturally competent palliative care. This course will utilize discussions and online activities for application of class content, readings, lectures, and a guest approach to supplement text readings and online delivery of didactic content. Student/teacher/class communications will occur through e-mail, chat room, WebCT bulletin board postings, telephone, fax, and postal service. PREQ: NPA 614Q. COREQ: NPA 685Q. 5 hours (online)

NPA 622Q Advanced Culturally Competent Palliative 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 clients with commonly occurring chronic and complex health problems as well as palliative-care 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, disease prevention, palliative care, scientific integrity and ethics, human diversity, social issues, and professional role development. PREQ: NPA 621Q. COREQ: NPA 686Q. 4 hours (online)

NPA 685Q 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, families, and groups across the life span 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. PREQ: NPA 621Q. 1-3 hours (online)

NPA 686Q 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, families, and groups across the life span 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. PREQ: NPA 621Q and NPA 685Q. COREQ: NPA 622Q. 1-3 hours (online)

NPA 692Q Residency: Culturally Competent Palliative Care Nurse Practitioner—This course prepares the student in the culturally competent palliative care nurse practitioner role to be a
beginning expert in the diagnosis and management of a 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 life span. The student further develops the palliative care nurse practitioner role with patients/clients by providing health care services to clients (e.g. individuals, families, groups) emphasizing the promotion of health, prevention of disease, and/or palliation of symptoms of life-altering diseases. **PREQ:** NPA 686Q. 3 or 6 hours (online)

**NPE 614 Advanced Health Assessment and Diagnostic Reasoning**—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. **PREQ:** NUR 603, NUR 604, NUR 612 and NUR 613. **PRE/COREQ:** NUR 601. 4 hours

**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. **PREQ:** NUR 606. NUR 612 and NPE 620. **COREQ:** NPE 685 (2 credit hours) **PRE/COREQ:** NUR 607, NUR 613 or NUR 616. Prior to enrollment, students, in conjunction with their advisor, must secure an approved clinical preceptor. 5 hours

**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. **PREQ:** Successful completion of NPE 621. 5 hours

**NPE 685 Practicum I: Pediatric Nurse Practitioner**—This course prepares the student in the Pediatric Nurse Practitioner role. The student develops the Pediatric NP role with patients/clients by providing pediatric health care services to clients (e.g. 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. **PREQ:** NPE 614. Prior to enrollment, students, in conjunction with their advisor, must secure an approved clinical preceptor. 1-3 hours

**NPE 686 Practicum II: Pediatric Nurse Practitioner**—This course prepares the student in
the pediatric nurse practitioner role. The student develops the pediatric NP role with patients/clients by providing pediatric health care services to clients (e.g. 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, and consultant roles.

**PREQ:** NPE 621 and NPE 685. NPE 686 must be taken concurrently with NPE 622, and negotiation of a clinical preceptor, in collaboration with the faculty for each term in which NPE 686 is taken. 1-3 hours

**NPP 685 Interdisciplinary Pediatric Pulmonary Care I**—This course provides the trainee with the opportunity to analyze ideas, concepts, and theories relative to the delivery of health care 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 on the child and family. Trainees are introduced to basic respiratory anatomy and physiology, diagnostic procedures, and various treatment modalities. Throughout the course, trainees will be expected to apply the knowledge and skills acquired to select clinical assignments. **PREQ:** Graduate standing and acceptance as a trainee in the pediatric pulmonary training program or permission of the course instructor. 3 hours

**NPP 686 Interdisciplinary Pediatric Pulmonary Care II**—This course provides the trainee with the opportunity to analyze ideas, concepts, and theories relative to the delivery of health care 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 course, trainees will be expected to apply the knowledge and skills acquired to select clinical assignments. **PREQ:** NPP 685 or permission of course instructor. 3 hours

**NPS 616 Foundations of Clinical Nurse Specialist Practice**—This graduate specialty course is designed to give the clinical nurse specialist student the theoretical underpinnings of the role of the CNS. Parameters of clinical nurse specialist 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 of practice problems. This course includes integration of critical thinking, scholarly writing, human diversity, ethics, health care, and economic and social issues. 

**PREQ**: NPS 621 and NPS 685 or permission of instructor. 1 hour

**NPS 617 Phenomena of Concern to Advanced Practice Nursing**—This graduate specialty course focuses on the phenomena of concern to advanced practice nurses and is designed to give the clinical nurse specialist student the theoretical underpinnings of selected non-disease causes of illness. Clinical/didactic information regarding symptoms, functional problems, and risk behaviors will be included to help 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. 

**PREQ**: NPS 622 and NPS 686. 1 hour

**NPS 621 Child/Adolescent Advanced Nursing I: CNS**—This course provides a theoretical and practical base for students to diagnose and treat acutely or chronically ill children, adolescents and their families. Students identify aspects of the three spheres of CNS role influence: patient/client, nurses and nursing practice, and organizations and systems. The student will intervene at the most appropriate level for a given situation. Students will gain knowledge of health concerns, problems and treatment modalities for children with acute and continuing health problems, and interdisciplinary team functioning. Content includes strategies from the domains of nursing, medicine, and pharmacological therapeutics, and emphasizes gaining specialty skills and expertise for this population. 

**PREQ**: NPS 614. 

**COREQ**: NPS 621. 3 hours

**NPS 622 Child/Adolescent Advanced Nursing II: CNS**—This course is designed to provide the students with opportunities to integrate CNS role behaviors and in-depth knowledge of children and adolescents with 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 for presenting information about acute and continuing health care problems to peers and colleagues. 

**PREQ**: NPS 621. 

**COREQ**: NPS 686. 4 hours

**NPS 685 Practicum I: Child/Adolescent Acute and Continuing Care Clinical Nurse Specialist**—This course prepares the student in the child/adolescent acute and continuing care clinical nurse specialist role. The student develops the CNS role with patients/clients by designing comprehensive programs of 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 collaborate with other health care providers to address actual and potential acute and continuing health problems, and human responses to disease in children, adolescents and their families. 

**PREQ**: NPS 614. 

**COREQ**: NPS 621. 3 hours

**NPS 686 Practicum II: Child/Adolescent Acute and Continuing Care Clinical Nurse Specialist**—This course prepares the student in the child/adolescent acute and continuing care clinical nurse specialist role. The student continues to develops the CNS role with patients/clients by designing comprehensive programs of care to individual children, adolescents, families, and groups at any point on the continuum of health statuses in acute- and continuing-care settings. The student continues to apply knowledge and current research findings to collaborate with other health care providers to address actual, potential, acute, and continuing health problems, and human responses to disease in children, adolescents, and their families. 

**PREQ**: NPS 621. 

**COREQ**: NPS 622. 3 hours

**NPS 692 Residency: Child/Adolescent Acute and Continuing Care Clinical Nurse Specialist**—This course prepares the student in the child/adolescent acute and continuing care clinical
nurse specialist 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, in both independent and collaborative practice, specializing in the care of acutely and chronically ill children. The student further develops the child/adolescent acute and continuing care CNS 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. **PREQ:** NPS 622 and NPS 685. 3, 4, 5, 6 hours

**NTC 650 Instructional Strategies for Teaching Nursing**—This course is 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 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. **PRE/COREQ:** Admission to the Graduate Studies in the School of Nursing or as a non-degree post-baccalaureate student, or by permission of instructor. 3 hours

**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. **PRE/COREQ:** Admission to the Graduate Studies in the School of Nursing or as a non-degree post-baccalaureate student or by permission of instructor. 3 hours

**NTC 654Q Evaluation of Instruction**—This course is 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. **PRE/COREQ:** Admission to the 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 hours (online).

**NTC 656Q WebCT for Instructors and Designers**—This course is designed to provide students with the advanced level of skill and knowledge of WebCT in its entirety. Students are introduced to WebCT Tools in a sequence that will permit development of a new course using WebCT as a learning-management system. **PREQ:** Post-baccalaureate standing. 3 hours (online)

**NTC 683 Practicum in Teaching**—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. PRE/Coreq: Admission to the Graduate Studies in the School of Nursing or a non-degree post-baccalaureate student. This course must be taken as a one-credit co-requisite to each of the NTC courses NTC 650, NTC 652, and NTC 654 or as a 3-credit course with NTC 650, NTC 652, and NTC 654 as prerequisites. 1, 2, 3 hours

NTN 630Q Advanced Trauma Nursing—This course is designed to provide a conceptual base for students to assess, diagnose, and manage selected injuries. Emphasis is placed on integration of knowledge of pathophysiology, clinical assessment, and nursing and medical-management modalities. PREQ: Admission to the School of Nursing or permission of the instructor. NUR 612 is also strongly suggested as a prerequisite. 3 hours (online)

NWH 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 wholistic, adaptive human beings. The following elements are integrated into the course: professional presentations, critical thinking, scientific integrity and ethics, human diversity, and social issues. PRE/Coreq: NUR 612. 4 hours

NWH 621 Advanced Women’s Health Care Nursing I—This course provides a theoretical and practical base for students to diagnose and manage health problems of women. 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 needed to provide direct patient care to women within the scope of practice of women’s health nurse practitioners. The student is expected to apply the concepts and theories discussed in class to the care of women 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. PREQ: NUR 606, NUR 612, and NWH 620. COREQ: NWH 685 (2 credit hours). PRE/Coreq: NUR 607, NUR 613, or NUR 616. Prior to enrollment, students, in conjunction with their advisor, must secure an approved clinical preceptor. 4 hours

NWH 622 Advanced Women’s Health 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 women’s health 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. PREQ: Successful completion of NWH 621; must secure an approved clinical preceptor prior to enrollment. 4 hours

NWH 685 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 (e.g. 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. **PREQ:** NWH 620. At least two credit hours of NWH 685 must be taken concurrently with NWH 621. Prior to enrollment, students, in conjunction with their advisor, must secure an approved clinical preceptor. 1-4 hours

**NWH 686 Practicum II: Women’s Health Nurse Practitioner**—**PREQ:** NWH 621 and NWH 622. See course instructor for practicum requirements. 1-3 hours

**NWH 692 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 (e.g. 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. **PREQ:** Successful completion of NWH 622 and NWH 685, NWH 686 and negotiation of a clinical preceptorship, in collaboration with the faculty. 4-6 hours, with a total of 6 hours in the program.