

GENERAL NURSING (GNUR)

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GNUR XXX Comprehensive Exam Semester 1 (0 Credit Hours)

Course designation for program planning master's students into the comprehensive examination requirement; First semester of the process.

GNUR YYY Comprehensive Exam Semester 2 (0 Credit Hours)

Course designation for program planning master's students into the comprehensive examination requirement; Second semester of the process.

GNUR 102 Introduction to Professional Nursing Practice (1 Credit Hour)

This course introduces the mission of the MNSON and the foundations of nursing practice. Nursing is presented as a scientific profession with a heritage of strong values-based leadership based on critical thinking and evidence based practice.

Outcomes:

Describe the mission of the MNSON and discuss the ANA Scope of Standards of Nursing Practice

GNUR 155 Human Anatomy (3 Credit Hours)

This course is designed to give students a basic understanding of the structure of the major organs and systems of the human body from the cellular to the system level. Must also enroll in GNUR 155L.

GNUR 155L Human Anatomy Lab (1 Credit Hour)

Companion laboratory course for GNUR 155, Human Anatomy Must also enroll in GNUR 155.

GNUR 156 Human Physiology (3 Credit Hours)

This course is designed to give students a basic understanding of the function of the major organs and systems of the human body from the cellular to the system level. Must have taken and passed GNUR 155, GNUR 160 with a C- or better. Must also enroll in GNUR 156L.

GNUR 156L Human Physiology Lab (1 Credit Hour)

Companion laboratory course for GNUR 156, Human Physiology Must enroll in GNUR 156.

GNUR 160 Chemistry for Health Professions (3 Credit Hours)

Introduction to general chemistry and elements of organic chemistry and biochemistry include the review of families of simple organic molecules and simple sugars, the role of enzymes in biochemical reactions, and the metabolism of carbohydrates, proteins, and lipids. Must also enroll in GNUR 160L.

Course equivalencies: GNUR160/CHEM151

GNUR 160L Chemistry for Health Professions Lab (1 Credit Hour)

Companion laboratory course for GNUR 160, Chemistry for Health Professions Must also enroll in GNUR 160.

GNUR 203 Microbiology for Health Professions (3 Credit Hours)

Basic concepts of microbial metabolism, genetics, and classification in order to understand their effects on human health. Clinically relevant microbial diseases will be explored, with a focus on microbe-human interactions, epidemiology, and methods to control microbes.

GNUR 204 Bridge Course and Nursing Concepts (3 Credit Hours)

This course provides conceptual linkage between student's previous nursing education and clinical experiences to professional nursing. The student's background in liberal arts, science and nursing is used as the basis for exploration of theories that guide contemporary nursing practice and leadership. Historical, cultural and political factors that have shaped contemporary nursing and the U.S. health care system are explored. Emphasis is placed on developing an understanding of scientific problem-solving, by accessing and evaluating data from a variety of sources. Critical thinking skills and the ability to evaluate evidence for practice are stressed.

GNUR 207 Concepts of Professional Nursing Practice (2 Credit Hours)

This course explores nursing concepts for professional nursing practice in the care of individuals, families, communities, and populations, along the health-illness continuum. Content includes client and family- centered care, client teaching, levels of prevention, the determinants of health and illness, and the principles of population- focused and culturally sensitive care. Students are introduced to the historical and political influences of the current US health care delivery system with an emphasis on the issues of health care access, health care disparities, social determinants of health, biases in the healthcare setting, and health literacy among culturally diverse and vulnerable populations.

Outcomes:

1) Describe the role of the professional nurse in health promotion and risk reduction for individuals, families, communities, and populations, with an emphasis on the impact of values, lifestyle, and cultural influences; 2) Understand the cultural basis for health beliefs and practices for individuals, families, communities, and populations; 3) Understand the epidemiological model for diseases, including the levels of prevention and population-based approaches; 4) Explain the structure and function of the US health care delivery system and the impact of these factors on access, quality, and cost of health care; 5) Understand the health goals for the nation identified by Healthy People initiative

GNUR 207A Concepts of Professional Nursing Practice (3 Credit Hours)

This course explores nursing concepts for professional nursing practice in the care of individuals, families, communities, and populations, along the health-illness continuum. Content includes client and family- centered care, client teaching, levels of prevention, the determinants of health and illness, and the principles of population- focused and culturally sensitive care. Students are introduced to the historical and political influences of the current US health care delivery system with an emphasis on the issues of health care access, health care disparities, social determinants of health, biases in the healthcare setting, and health literacy among culturally diverse and vulnerable populations. Restricted to RN-BSN Students Only.

Outcomes:

1) Describe the role of the professional nurse in health promotion and risk reduction for individuals, families, communities, and populations, with an emphasis on the impact of values, lifestyle, and cultural influences; 2) Understand the cultural basis for health beliefs and practices for individuals, families, communities, and populations; 3) Understand the epidemiological model for diseases, including the levels of prevention and population-based approaches; 4) Explain the structure and function of the US health care delivery system and the impact of these factors on access, quality, and cost of health care; 5) Understand the health goals for the nation identified by Healthy People initiative

GNUR 230 Success in Nursing I (1 Credit Hour)

This course is designed to help students to understand and develop the vocabulary and critical thinking skills necessary to increase their success in nursing courses, the nursing program, and the university.

Outcomes:

The student will be able to increase their mathematical, verbal, critical thinking, and study skills; The student will learn to use the nursing process as a problem solving method

GNUR 238 The Foundations of Clinical Practice in Nursing (3 Credit Hours)

Pre-requisites: Must have taken and passed GNUR 155, GNUR 156, and GNUR 160 with a C- or better; Must also enroll in GNUR 238L

This course introduces basic nursing concepts such as critical thinking, the nursing process, physiologic and safety needs of the client, health assessment, and fundamental nursing skills, including safe medication administration. The course prepares students for the role of the professional nurse in the clinical setting.

GNUR 238L Foundations of Clinical Practice in Nursing Lab (1 Credit Hour)

The students will utilize critical thinking skills and the nursing process to apply basic nursing concepts in the performance of health assessment and fundamental nursing skills. The course prepares students for the role of the professional nurse in the clinical setting. Must enroll in GNUR 238.

GNUR 290 Concepts in Older Adult Health (2 Credit Hours)

Pre-requisites: Must have taken and passed GNUR 238, GNUR 293 and GNUR 297 with a C- or better, OR be enrolled in GNUR 238, GNUR 293 and GNUR 297

This course introduces students to the care of older adults. It is designed to explore current concepts and practices pertaining to aging. This course provides an overview of the normal physical, psychological, and social-cultural aspects of the aging process. It addresses health and health alterations of aging and exploration of attitudes toward care of the older adult. Enrollment is restricted to students admitted to the BSN program.

GNUR 293 Pathophysiology (4 Credit Hours)

Pre-requisites: Must have taken and passed GNUR 155, GNUR 156 and GNUR 160 with a C- or better

This course provides the student with knowledge of the basic mechanisms involved in pathophysiological processes.

Outcomes:

The student will be able to use critical thinking skills in the application of pathophysiological processes to clinical practice

GNUR 294 Foundations of Pharmacology (3 Credit Hours)

Pre-requisites: Must have taken and passed GNUR 293, GNUR 203, GNUR 238, GNUR 297 with a C- or better; Must have taken and passed GNUR 238L with a P

This course introduces nursing students to pharmacology and provides them with the foundation needed to administer medications.

GNUR 297 Clinical Nutrition for Nursing Practice (2 Credit Hours)

Pre-requisites: Must have taken and passed GNUR 155, GNUR 156, and GNUR 160 with a C- or better

This course introduces foundations of nutrition for nursing practice. Evidence-based nutrition is applied across the life-span and health continuum. Nutritional assessment, cultural practices and health policies are explored.

GNUR 307 Concepts of Professional Nursing Practice (3 Credit Hours)

This course explores concepts for professional nursing practice.

Major course concepts include the social contract with nursing and society, health promotion and risk reduction, social and cultural factors influencing health beliefs and practices, and the relations between theory, research, evidence and practice. Interprofessional competencies within the structure and function of the healthcare system are addressed. This course is for RN-BSN students.

Outcomes:

Upon successful completion of this course, the student is able to: 1) Explain historical, contemporary, cultural, and policy trends that have shaped nursing practice and roles; 2) Relate the mission and values of the Marcella Niehoff School of Nursing to the social contract for professional nursing; 3) Understand the social and cultural basis for health beliefs and practices in individuals, families, communities, and populations; 4) Understand the role of the professional nurse in health promotion and risk reduction; 5) Explain the integration of theory and research into professional nursing practice; 6) Analyze the impact of interprofessional competencies, collaboration skills, and advocacy skills on patient and family centered care; and 7) Analyze the structure and function of the US healthcare system in access, quality, and cost dimensions

GNUR 325 Selected Topics (1-3 Credit Hours)

This course will provide the student with content knowledge specific to particular areas of nursing. Topics may include peer teaching, critical care, emergency, high-risk childbearing families, community health, oncologic, rehabilitation, gerontologic nursing, or comparative health systems including international study.

GNUR 327 Introduction to Spiritual Care (3 Credit Hours)

Spiritual Care is essential to providing quality nursing care. This course is focused on the nurse as integral to the care of the whole person. Historical, theoretical and practical perspectives of providing spiritual care are discussed as well as the nursing process, cultural considerations, therapeutic use of self, and most frequently used nursing interventions related to spiritual care.

Knowledge Area: Tier 2 Theological Knowledge

Outcomes:

Discuss professional mandates for spiritual care; Explain importance of fostering personal spiritual self awareness in caring for spirit of the patient, family and community; Integrate elements of spiritual assessment into overall assessment of a patient; Use prayer to comfort patients; Define suffering and relationship to spiritual care

GNUR 338A Physical Assessment for R.N.s (3 Credit Hours)

Restricted to Graduate Nursing students. This course prepares students to conduct comprehensive health assessments. Students are provided experiential learning opportunities to demonstrate competency in health assessment. Emphasis is placed on the physical, psychological, social, cultural, spiritual, and economic dimensions of health and wellness, and the identification of real and potential patient health and wellness problems.

GNUR 344 Quality and Safety (3 Credit Hours)

This course focuses on quality and safety in healthcare. Historical and contemporary trends in quality and safety are addressed and major initiatives for quality and safety in healthcare are examined. The course is structured around the knowledge, skills, and attitudes of the Quality and Safety Education for Nurses initiative. This course is for RN-BSN students.

Outcomes:

1) Understand historical forces and events shaping quality and safety initiatives in health care; 2) Differentiate between quality and safety in healthcare and professional nursing practice; 3) Relate key knowledge, skills, and attitudes of patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics to the contemporary health care system and professional nursing practice; 4) Understand the dimensions of patient-centered care and the factors influencing those dimensions; 5) Analyze the effectiveness of interprofessional teams; 6) Relate informatics and evidence-based practice to quality and safety for individuals, groups, communities, and populations; 7) Apply tools and processes in quality and safety initiatives

GNUR 356 Nursing Informatics (3 Credit Hours)

This course provides an introduction to nursing informatics, involving the integration of nursing, health, computer, and information science, in the support of professional nursing practice. The effective use of technology in aspects of health care delivery are explored. Information retrieval, management, and evaluation strategies are emphasized. Legal and ethical principles and standards are applied to the use of information and technology in professional nursing practice. This course is for RN-BSN students.

Outcomes:

Upon the successful completion of this course, the student is able to: 1) Analyze web-based health content resources; 2) Describe the clinician role in the design, selection, implementation, and evaluation of healthcare applications and systems; 3) Apply selection, retrieval, and evaluation strategies in the use of data relevant for patient care; 4) Relate nursing and healthcare informatics competencies to effective nursing practice; 5) Explain the data-driven healthcare culture; 6) Apply ethical and legal principles in the use of information and technologies for professional nursing practice

GNUR 360 Nursing Research: For Evidence-Based Practice (3 Credit Hours)

Pre-requisites: Must have taken and passed PSYC 304 or STAT 103 with a C- or better

This course provides basic knowledge regarding the research process and the importance of evidence-based nursing practices. Students learn to analyze how evidence is generated to make clinical judgments that inform practice in a variety of settings.

Course equivalencies: GNUR350/GNUR3660

GNUR 361 Nursing Ethics (3 Credit Hours)

Pre-requisites: Must have taken and passed GNUR 360, MSN 277, MSN 277L, GNUR 294, GNUR 290 with a C- or better

This course offers students, as future health care professionals and as health care recipients, opportunities to think philosophically, demonstrate ethical awareness, do ethical reflection, and apply ethical principles in decision-making.

Outcomes:

The student will be able to recognize and respond to ethical challenges inherent in the delivery of health care to individuals with differing philosophical views and diverse backgrounds providing reasoned arguments for views held/positions taken

GNUR 363 Healthcare Transitions (3 Credit Hours)

Patients pass between health care settings, levels of care, health care providers, and their homes and the communities where they live. These transitions require high degrees of care coordination and management to ensure continuity across settings, providers, and levels. This course examines coordination of care and management of transitions across settings, providers, and levels. Models and frameworks of transition and care coordination will be examined, along with the contemporary research in care coordination and transition management. The professional nurse's role in care coordination and transition management in health will be a focus of the course. This course is for RN-BSN students.

Outcomes:

Upon successful completion of the course, the student has the ability to: 1) Understand models and frameworks association with health care transitions and care coordination; 2) Analyze research findings related to care coordination and transition management in health care; 3) Understand facilitators and barriers for effective care coordination and transition management; 4) Describe the role of information, informatics, and technology for enhancing care coordination and transition management; 5) Understand patient, clinician, caregiver, and institutional outcomes associated with successful care coordination and transition management

GNUR 383 Leadership for Professional Nursing Practice (3 Credit Hours)

Pre-requisites: Must have taken and passed MCN 273, MCN 374, CMAN 272, CMAN 380, GNUR 360 with a C- or better , OR MCN 273L, MCN374L, CMAN 272L, CMAN 380L with a P

This course prepares the student to provide leadership in the practice setting and profession. Personal identity and role as nurse leader is addressed from unit-based to organizational and policy environments. Principles of leadership are developed and applied in clinical settings. Legal, regulatory and professional standards related to nursing practice are presented.

GNUR 384 Clinical Role Transition (3 Credit Hours)

Pre-requisites: Must have taken and passed MCN 273, MCN 374, CMAN 272, CMAN 380, GNUR 360, with a C- or better; Must have taken and passed MCN 273L, MCN 374L, CMAN 272L, and CMAN 380L with a P; Must also enroll in GNUR 383

Through preceptor-based learning and seminars, this experience focuses on assimilating the role behaviors of a professional nurse as a provider, designer, manager, and coordinator of care in health care systems, and a member of a profession. Clinical reasoning, critical thinking, prioritization, and the integration of knowledge are emphasized in this experience, focusing on the provision of patient-centered, evidence-based care as a member of an interprofessional health care team.

This course satisfies the Engaged Learning requirement.

Outcomes:

Upon successful completion of this course, the student is able to: 1) Incorporate standards of practice into the development, implementation, and evaluation of evidence-based, patient-centered care; 2) Apply principles of quality and safety in patient care settings; 3) Apply knowledge of prioritization and delegation in the management of care; 4) Collaborate with patients, families, and members of the interprofessional health care team in the design, delivery, and evaluation of evidence-based, patient-centered care; 5) Exemplify role behaviors consistent with a member of a profession; 6) Incorporate ethical, legal, regulatory, financial, and economic considerations into the design, delivery, management, and evaluation of care

GNUR 390 Integrative Clinical Practicum (0 Credit Hours)

This clinical practicum experience provides opportunities for the student to integrate theoretical knowledge into the role behaviors of the professional nurse as a designer, provider, manager, and coordinator of care in health care systems and the community. This course is for RN-BSN students.

Outcomes:

1) Incorporate standards of practice and professional performance into the design, implementation, and evaluation of evidence-based care strategies; 2) Apply principles of quality and safety in enacting the role of the professional nurse; 3) Collaborate with recipients of care, the interprofessional team, and community resources in the design, delivery, and evaluation of evidence-based, client centered, care strategies; 4) Exemplify the role behaviors consistent with membership in the profession of nursing; 5) Incorporate ethical, legal, regulatory, financial, and economic considerations into the design, implementation, management, and evaluation of evidence-based care initiatives

GNUR 399 Independent Study (1-5 Credit Hours)

Requires approval of Associate Dean Academic Programs in Nursing.

GNUR 402 Ethics for Health Professionals (2 Credit Hours)

In their various roles and practice settings, health care professionals participate in the unfolding stories of patients/clients and their families. They encounter ethical questions, concerns, problems and dilemmas in the course of their professional lives. These challenges affect health care professionals as independent and collaborative decision makers as well as members of the health care team who may be called upon to implement the decisions of others. This course provides students with opportunities to explore the impact of ethical issues on their personal and professional lives. Individual, family, institutional and societal issues are discussed. Students are guided in the application of frameworks that aid in resolving ethical dilemmas in professional practice. Emphasis is placed on developing skills in reflective moral thinking.

GNUR 404 Theories & Concepts for Advanced Clinical Practice (3 Credit Hours)

This course focuses on the development and use of disciplinary knowledge as a foundation for advanced nursing practice. Basic philosophical assumptions and the history of knowledge development in nursing are presented. The relation between concepts, theory, research, and practice are emphasized, with a focus on concepts and middle-range theories that are applied in advanced nursing practice.

Outcomes:

Upon successful completion of the course the student will be able to: 1) Understand the history and driving forces for knowledge development in nursing; 2) Describe the philosophical foundations of nursing and advanced nursing practice; 3) Understand the levels of theory development in nursing; 4) Explain the use of selected concepts and middle-range theories to guide advanced nursing practice; 5) Analyze concepts and theories for use in nursing practice; 6) Analyze the relation between theory, research, and nursing practice

GNUR 405 Introductory Statistics for Healthcare Professionals (3 Credit Hours)

Pre-requisites: Restricted to MSN, DNP, and PhD Nursing students

This course is focused on facilitating student acquisition of the knowledge and skills that will enable them to manage basic statistical issues that confront practitioners and researchers in health professions. Course topics and experiences will prepare students to interpret findings from published research and quality improvement reports and to conduct basic data analysis in future projects.

Outcomes:

1) Define basic statistical concepts; 2) Differentiate descriptive and inferential statistical tests; 3) Describe the purpose and appropriate application of statistical techniques; 4) Interpret the meaning of statistical tests; 5) Manage and analyze data using statistical software

GNUR 407 Social Justice and Ethics in Health Care (3 Credit Hours)

This course examines social justice, ethics, and nursing advocacy in healthcare at global, national, and local levels for the doctorally prepared nurse. Social justice and ethical issues in healthcare are analyzed using established theories and frameworks. Recommendations for resolution of social justice and ethical issues will be addressed.

Outcomes:

Upon successful completion of this course the student will be able to: 1) Understand the historical, cultural, economic, and political theories and perspectives of social justice and ethics; 2) Analyze social justice and ethical issues at local, national, and global levels; 3) Apply professional codes to individual and interwoven issues of social justice, ethics and leadership; 4) Develop a plan to address population health inequities, based on evidence, codes and principles

GNUR 408 Research for Advanced Clinical Practice (3 Credit Hours)

Pre-requisites: Admission to a Master of Science in Dietetics or Master of Science in Nursing program

This course prepares students to understand that scholarly inquiry, evaluation of evidence, and the development of evidence-based practices and protocols form the foundation health care practice. The importance of translation of scientific evidence to improve practice is emphasized.

Outcomes:

Conceptualize an evidence-based protocol or pilot research study that corresponds to a clinical, educational administrative or policy issue or problem

GNUR 409 Advanced Health Assessment Lecture and Lab (3 Credit Hours)

This course prepares graduate nursing students to obtain a complete and accurate health database, including history, physical examination, and laboratory components, as a foundation for advanced nursing practice. Building upon previously acquired assessment skills, the focus is on the critical skills of obtaining a meaningful history and integrating it with physical findings to begin to develop a problem list.

GNUR 413 Advanced Pharmacology (3 Credit Hours)

This course will be the foundation for the advanced practice nurse to make appropriate decisions regarding the pharmacological management of patients in clinical practice. Pharmacological principles, including pharmacokinetics, pharmacodynamics, mechanisms of adverse drug reactions, and contraindications will be discussed. Legal requirements for writing prescriptions and the format for prescriptions as well as common sources of medication errors and methods to prevent them will be described. Developmental considerations, socioeconomic status, and complementary therapies will be addressed throughout the course. Pharmacotherapy of selected common disorders will be addressed. Students will synthesize and integrate diverse viewpoints, principles, and selected research findings related to the complex needs of patients via case study analyses. This course, along with clinical courses, will prepare the advanced practice nurse for prescriptive authority.

GNUR 420 Leadership and Roles in Advanced Nursing Practice (3 Credit Hours)

This course focuses on leadership concepts and theories with emphasis on application for transformation in healthcare. This course is designed to assist the student to enter into leadership and advanced nursing practice roles. Special emphasis is placed on the student's personal and professional development as a leader with a clear, individual vision for impacting the health of specific populations.

Outcomes:

Upon successful completion of this course the student will be able to:

- 1) Synthesize knowledge of the concept of role and its components as they relate to advanced nursing practice;
- 2) Understand role expectations of advanced nursing practice and its major components: advanced practitioner (NP, CNS, CNM, CRNA), consultant, change agent, case manager, educator, researcher and leader and how they are integrated into health systems;
- 3) Articulate the role of the graduate prepared nurse as a clinical nurse expert, leader and innovator in healthcare;
- 4) Analyze knowledge of leadership theories for use as a foundation for role enactment as a leader in healthcare;
- 5) Understand principles of systems theory and their application to the clinical environment;
- 6) Compare models for change and sustainability consistent with current healthcare system dynamics;
- 7) Identify actionable leadership opportunities to improve nursing practice and patient outcomes;
- 8) Understand the potential for information systems to support decision making and innovation in practice and care delivery systems

GNUR 425 Advanced Health Assessment Across the LifeSpan (4 Credit Hours)

This course will prepare the graduate-level nursing student to generate a patient health database, including history and physical examination to inform clinical decision making and health promotion, across the lifespan. The course includes lecture and laboratory components.

Outcomes:

Upon successful completion of this course the student will be able to:

- 1) Obtain comprehensive and problem-focused health histories including nutritional, cultural, social, functional, and developmental components;
- 2) Document comprehensive and problem focused health histories;
- 3) Perform comprehensive and problem-focused physical examinations;
- 4) Differentiate normal and abnormal physical, behavioral, and developmental findings;
- 5) Develop a client problem list based on that patient's health history, and physical examination;
- 6) Plan anticipatory guidance and health promotion based on age, developmental level and cultural background

GNUR 432 Philosophical Bases of Nursing Science (3 Credit Hours)

Pre-requisites: Admission to PhD in Nursing Program

This course focuses on the nature and meaning of knowledge, the history of Philosophy, and the foundation and evolution of modern nursing science.

GNUR 436 Psychiatric Mental Health Assessment Across the Lifespan (2 Credit Hours)

Pre-requisites: GNUR 425 Advanced Health Assessment Across the Lifespan

This course focuses on the major principles and skills to conduct a psychiatric mental health assessment across the lifespan. Clinical interviewing skills, eliciting important information, and developing a therapeutic rapport with patients and families are foundational knowledge and skills. Students will learn components of the psychiatric evaluation, including psychiatric review of symptoms and mental status examination, and the development of differential diagnoses and diagnostic formulation. Integrating laboratory findings and medical history into the psychiatric evaluation and utilizing evidence-based clinical practice guidelines will be emphasized. This course will also incorporate theories and practice of diversity and inclusion as it relates to the biopsychosocial and cultural understanding of mental illness.

Outcomes:

At the successful completion of the course, students will be able to:

- 1) Elicit a comprehensive psychiatric health history and mental health assessment;
- 2) Distinguish assessment features, interviewing techniques, and legal/ethical aspects for children, adolescents, older or cognitively-impaired adults, and other special populations;
- 3) Integrate medical history and laboratory findings into differential diagnoses and diagnostic formulation;
- 4) Apply critical thinking skills and diagnostic reasoning with the use of evidence-based clinical practice guidelines across the lifespan;
- 5) Identify risk and protective factors, vulnerability, and areas of mental health resilience for patients, families, and communities

GNUR 442 Advanced Physiology/Pathophysiology (3 Credit Hours)

This course presents contemporary principles of physiology that underlie the normal function of the human body and serve as a basis for clinical practice in a variety of settings. The content is taught within the context of key molecular processes, cellular and organ system function, and interactions among organ systems. Select clinical cases and exemplars are used to illustrate physiologic concepts and to facilitate the application of physiologic principles to understand the body's homeostatic processes in health and disease. Emphasis is on normal physiology but approaches are used to bridge physiological science with clinical application to common clinical disorders. The educational experience consists of three hours of classroom or on-line instruction per week, independent readings, case analyses, web-based applications, and classroom and/or course platform-supported discussion.

GNUR 451 Psychopharmacology Across the Lifespan (3 Credit Hours)

Pre-requisites: Advanced Pharmacology, Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I

This course focuses on the development of psychopharmacologic knowledge, critical thinking, and clinical judgment in the application of psychotropic medications to treat and manage psychiatric mental health conditions across the lifespan. Emphasis is on the neurobiological underpinning of psychopathology, pharmacodynamics, and pharmacokinetics of psychotropic medications. Students will learn the general principles of psychopharmacologic treatment, major psychotropic drug classes, and the ethical, legal, and professional guidelines for prescribing as an advanced practice nurse.

Outcomes:

At the successful completion of the course, students will be able to: 1) Understand the neurobiological processes related to the psychopharmacological treatment of psychiatric mental health disorders across the lifespan; 2) Differentiate between the major classes of psychopharmacologic medications in terms of pharmacokinetics, pharmacogenomics, pharmacotherapeutic value, and pharmacodynamics; 3) Apply critical thinking and clinical judgment when selecting appropriate psychotropic medications for patients, including: indication for use, diagnostic reasoning, medication and family history, dosing regimens, side effects, drug interactions, contraindications, and therapeutic drug monitoring; 4) Distinguish the management of psychotropic medications across the developmental lifespan, including children, adolescents, adults and older adults, and for patients with psychiatric comorbidities, substance use disorders, and other acute or chronic medical illnesses; 5) Evaluate therapeutic outcomes of psychopharmacological intervention using evidence-based prescribing guidelines, standard monitoring methodologies, psychological tools sensitive to medication changes, and other recommended laboratory testing; 6) Understand the legal, ethical, socio-cultural, and economic considerations when prescribing psychotropic medications across the lifespan

GNUR 455 Scholarly Writing (1 Credit Hour)

This course provides the opportunity for graduate students to further develop their scholarly writing skills. Research tools, publication ethics, literature reviews, academic writing, scientific research reports, submission strategies and etiquette, and alternative disciplinary genres will be explored.

Outcomes:

Develop individual strategies for reading, generating, revising, editing, and proofreading scholarly writing; Recognize, discuss, and demonstrate dynamics of effective literature reviews, scientific research reports and proposals

GNUR 456 Psychotherapeutics Individuals Groups Families (3 Credit Hours)

Pre-requisites: Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I

This course focuses on the theoretical underpinnings and professional practice of integrating and evaluating psychotherapeutic modalities into advanced practice psychiatric nursing care with individuals, groups, and families. Using the principles of psychotherapy, students will learn the skills to develop strong therapeutic relationships to enhance mental health treatment, strengthen mental health resilience, and improve psychiatric outcomes. Emphasis will be on patient and family-centered care, which integrates socio-cultural perspectives of mental health and illness, treatment preferences, ethics and values, and legal or economic considerations.

Outcomes:

At the successful completion of the course, students will be able to: 1) Synthesize theories, ideological approaches, and methods for psychotherapeutic intervention as a basis for individual, family, and group therapy; 2) Understand how psychotherapeutic modalities, such as cognitive-behavioral, humanistic, and integrative-holistic therapies, are recommended based on age and developmental level, psychiatric condition, evidence-based practice, and patient-family preferences; 3) Apply clinical judgment, critical thinking, and decision making when integrating principles and techniques of psychotherapy into care; 4) Assess socio-cultural and spiritual perspectives of individuals, groups, and families and incorporate values into care; 5) Evaluate psychotherapeutic approach based on patient or family response, research and practice evidence, and changes in health policy; 6) Integrate legal, ethical, economic, and professional standards to the practice of psychotherapy

GNUR 461 Health Policy Issues (1 Credit Hour)

This course will introduce graduate nursing students to general health policy with a clinical approach. The focus of study in this course is to look at health policy as well as individual patients and caregivers and how they interact with each other and with the overall health systems. Health policy affects the patients we see on a daily basis, and the finances of health in the United States influences the care that is offered depending upon public or private health care funding. This course content will help bridge the gap separating the micro-world of individual patient and the macro universe of health policy.

GNUR 462 Health Care Financing (1 Credit Hour)

This course introduces concepts of economics and financial management for health care professionals. Course content includes principles of economics, fundamentals of managed care, and health reform, budgets and budget preparation, financial analysis, preparation of business plans, and health program grant proposals, and issues relevant to international settings and future trends.

GNUR 463 Cancer Genomics (3 Credit Hours)

This course uses a case-based learning process to examine the genetic basis for cancer disease, common cancer genetic syndromes, relative risk assessments, screening and surveillance guidelines, and the educational and management needs of clients and their families related to genetic predisposition to cancer. The emphasis is on the role of the advanced practice nurse.

Outcomes:

Upon completion of this course the student will be able to: 1) Describe the structure of DNA and differentiate among the various forms of genetic inheritance; 2) Describe the cancer burden in United States and how the science of genetics will assist with cancer control; 3) Explain oncogenesis, and function of oncogenes and tumor suppressor genes; 4) Obtain a genetics family history, and make a preliminary assessment of risk for genetic predisposition for cancer and the need for referral for further a genetic work-up; 5) Develop a basic level of skill in communicating information regarding cancer predisposition with sensitivity to the culture and the educational level of the clients and their families; 6) Analyze the cancer risk associated with common genetic cancer syndromes, the criteria for genetic screening and surveillance, and the genetic therapies available to date; 7) Analyze and apply current and future applications of genomics to cancer care

GNUR 471 Palliative Care (2 Credit Hours)

This course is designed to provide the student with an overview of the philosophy and principles of palliative care; the course emphasizes the unique knowledge that describes, explains, and guides the provision of hospice and palliative care. Students consider a holistic approach to care, including state-of-the-art nursing interventions that provide effective pain and symptom management and promote psychosocial and spiritual well-being. Students are prepared to serve diverse client populations whose diseases are life-threatening, and to perform effectively as members of an interdisciplinary team providing palliative care.

GNUR 472 Psychiatric Mental Health Advanced Practice Across Lifespan I (3 Credit Hours)

Pre-requisites: GNUR 436 Psychiatric Mental Health Assessment Across the Lifespan

This course focuses on the neuroscientific understanding of psychiatric mental health disorders, which includes current evidence in genetics, biochemistry, neuropsychiatry, and behavioral neurology. Students will learn the DSM-5 classification for mental disorders, including etiology, development and course, risk and prognostic factors, diagnostic criteria, differential diagnoses, and cultural considerations. Major categories of mental disorders examined in this course are: psychosis and schizophrenia, depression and other mood disorders, anxiety disorders, trauma and stressor-related disorders, attention-deficit hyperactivity disorder, and substance use disorders. Evidence-based treatment recommendations for psychiatric disorders will be addressed across the developmental lifespan and expanded within psychopharmacology and psychotherapeutic modalities courses. Socio-cultural and ethical implications of the psychiatric mental health diagnosis also will be discussed.

Outcomes:

At the successful completion of the course, students will be able to: Synthesize neuroscientific evidence for the assessment, diagnosis and treatment of children, adolescents, adults, and older adults with psychiatric mental health disorders; Explain psychiatric mental health diagnoses with an understanding of current brain and behavioral research which emphasizes neurotransmitters, neural circuitry and brain regions, psychiatric symptomology, human behavior, and neuroplasticity; Apply critical thinking, diagnostic reasoning, and clinical judgment to the assessment, diagnosis, treatment, and evaluation of psychiatric mental health disorders across the lifespan; Implement the use of psychological tools and rating scales to strengthen diagnostic certainty, collect subjective and objective data, measure progress, and evaluate treatment outcomes; Examine the socio-cultural and ethical implications associated with the psychiatric mental health diagnosis

GNUR 474 Psychiatric Mental Health Advanced Practice Across Lifespan II (3 Credit Hours)

Pre-requisites: GNUR 472 Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I

This course builds on the knowledge base, diagnostic reasoning, and critical thinking competencies developed in Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I. This course continues the neuroscientific understanding of psychiatric mental health disorders and DSM-5 classification - for additional categories of illness, including autism and other neurodevelopmental disorders, eating disorders, dementia and delirium, sleep disorders, suicidality, and personality disorders. Evidence-based treatment recommendations for psychiatric disorders will be addressed across the lifespan and expanded within psychopharmacology and psychotherapeutic modalities courses. In addition, emphasis on the bio-social-cultural understanding of mental health and illness will continue to be explored with special consideration to vulnerable groups.

Outcomes:

At the successful completion of the course, students will be able to:

- 1) Synthesize neuroscientific evidence on the assessment, diagnosis and treatment of children, adolescents, adults, and older adults with psychiatric mental health disorders;
- 2) Explain psychiatric mental health diagnoses with an understanding of current brain and behavioral research which emphasizes neurotransmitters, neural circuitry and brain regions, psychiatric symptomology, human behavior, and neuroplasticity;
- 3) Apply critical thinking, diagnostic reasoning, and clinical judgment into the assessment, diagnosis, treatment, and evaluation of psychiatric mental health disorders across the lifespan;
- 4) Develop treatment recommendations and care plans that incorporate the perspectives, cultures, and values of patients and families with consideration to safety, environmental context, and professional ethics;
- 5) Explain the complex socio-cultural, ethical, political, and economic context for psychiatric diagnosis, mental health care, and mental health policy within the US;
- 6) Examine the impact of policy changes and advocacy efforts for special or vulnerable populations within psychiatric mental health care and treatment

GNUR 476 Basic Diagnostics for Advanced Practice (2 Credit Hours)

Pre-requisites: Advanced Health Assessment, Advanced Pathophysiology, Advanced Pharmacology

The focus of this course is on clinical decision making for selecting and interpreting diagnostic tests. Students will use evidence to appropriately gather, interpret, and manage objective diagnostic clinical data to manage various health problems across the lifespan.

Outcomes:

- 1) Select appropriate diagnostic tests for conditions commonly seen by advanced practice nurses;
- 2) Evaluate diagnostic tests selection, based on health assessment data, clinical signs and symptoms, cost, risk/benefit analysis;
- 3) Interpret diagnostic test results for clinical decision making

GNUR 482 Psychiatric Mental Health Advanced Practice Nursing Practicum (2-3 Credit Hours)

Pre-requisites: GNUR 472 Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I

The practicum course guides the development and transition of students to the advanced practice psychiatric nurse practitioner role. Synthesizing knowledge and experience gained from previous courses, the practicum helps students advance their proficiency and skills in caring for patients with acute, chronic, and complex psychiatric mental health problems.

With understanding of various psychiatric mental health settings and levels of care, students in the practicum experience will apply their knowledge and synthesis of content with patients, families, and communities across the lifespan. Emphasis will be on the assessment, diagnosis, treatment, and care coordination of psychiatric mental health disorders. Students are expected to progress throughout the clinical practicum from requiring assistance to becoming primarily independent within their population and specialty practice.

Outcomes:

At the successful completion of the course, students will be able to:

- 1) Elicit and document a comprehensive psychiatric history and mental health assessment with consideration for level of care and treatment setting;
- 2) Generate differential diagnoses, problem list, and diagnostic formulation after synthesizing and evaluating objective and subjective data from patients, families, and other informants;
- 3) Develop an evidence-based treatment plan based on psychiatric diagnosis and presentation, knowledge of psychopharmacology and psychotherapeutic approaches, respect for persons, and consideration to special or vulnerable groups;
- 4) Apply critical thinking, clinical judgment, and decision making when implementing treatment recommendations and evaluating strategies within mental health care plans;
- 5) Understand the importance of coordinated care for children, adolescents, adults, and older adults with consideration to legal, ethical, and social aspects to care;
- 6) Implement preventive psychiatric mental health care for populations across the lifespan, which includes health and wellness programs, mental health screening, psychoeducation, counseling and therapeutic services, and integrative and holistic approaches

GNUR 498 Independent Study (1-6 Credit Hours)

Directed study in a specific topic area under the supervision of a faculty member.

GNUR 499 Interprofessional Team Practicum (1-7 Credit Hours)

Consent of discipline Program Director in collaboration with course faculty is required for registration. This course provides opportunities to students with backgrounds in a variety of clinical disciplines to engage in interprofessional team projects in healthcare settings and health and human service organizations, and to develop interprofessional competencies and project management skills.

Outcomes:

Apply knowledge of selected concepts, models, and theories from the clinical and management sciences to the management of high performing teams; apply evidence based/research findings for a selected problem/project; and examine the leader role within an interprofessional team environment

GNUR 500 Conceptual Inquiry (3 Credit Hours)

The course focuses on the analysis and development of concepts and conceptual thinking relevant to nursing and related phenomena. Traditional and advanced methods of concept analysis and development and the role of concepts in the comprehensive knowledge structure are emphasized. Fieldwork experiences for developing and refining conceptual knowledge are included.

Outcomes:

1) Evaluate existing and emerging concept analysis and development methods; 2) Infer Philosophical assumptions associated with selected concept analysis methods; 3) Apply quantitative and qualitative approaches to the conceptual analysis of a phenomenon; 4) Analyze the theoretical-conceptual-empirical-structure of a phenomenon

GNUR 501 Theoretical Foundations for Nursing Science (3 Credit Hours)

This course focuses on theory as it contributes to the body of nursing science. The focus is on a variety of areas of nursing. Emphases will be placed on strategies of theory development, evaluation and testing in nursing as well as those in other disciplines. Students will explore existing theories that have informed research of a phenomenon of interest.

GNUR 504 Emergency and Acute Care Procedures for the NP (3 Credit Hours)

Pre-requisites: Advanced Pharmacology, Advanced Health Assessment across the Lifespan, and Advanced Physiology/Pathophysiology
This course is designed to provide the nurse practitioner student with the knowledge and skills necessary to affect patient care outcomes in emergency settings. This course will incorporate procedural skills necessary to meet clinical competencies of the emergency nurse practitioner. Diagnostic and therapeutic procedures used in the evaluation and management of patients with emergent conditions will be incorporated.

Outcomes:

Upon successful completion of the course, the student will be able to:
1) Recognize the importance of patient education and informed consent prior to performing procedures; 2) Synthesize knowledge of anatomy, pathophysiology and procedural methods for select interventions; 3) Incorporate understanding of indications, contraindications, and anticipated outcomes in clinical decision-making related to select procedures; 4) Demonstrate beginning skills in the execution of select diagnostic and therapeutic procedures in a procedural lab

GNUR 509 Teaching in Nursing (3 Credit Hours)

This course focuses on teaching and learning theories, principles, and practices in nursing education. Major topic areas include philosophies and theories of teaching and learning, teaching and learning processes and resources, curricular and program designs and frameworks, competency development and assessment, evaluations and measurements strategies, the faculty role, and regulatory issues.

Outcomes:

1) Explain philosophies, theories and principles of teaching and learning; 2) Understand curricular design, implementation and evaluation; 3) Analyze evaluation and measurement strategies in nursing education; 4) Understand the expectations of the faculty role; 5) Understand the relationship among educational setting, teaching methods, and student learning outcomes; 6) Evaluate education and nursing education research literature for implementation in practice

GNUR 510 Teaching Practicum (3 Credit Hours)

Pre-requisites: GNUR 509

This course is designed to give students a context for applying the concepts of teaching and learning in nursing education. Students will experience numerous aspects of the teaching role and the opportunity to design, deliver and evaluate approaches to teaching and learning. The practicum consists of supervised experiences with assigned faculty mentor(s) in varied teaching/learning environments.

Outcomes:

1) Assess the learning needs and learning styles of learners; 2) Demonstrate effective teaching in a selected area of nursing; 3) Demonstrate the ability to conduct formative and summative evaluation of the learners; 4) Evaluate teaching effectiveness in self

GNUR 512 Quantitative Methods and Design for Nursing Research (3 Credit Hours)

This course focuses on quantitative research methods and designs for nursing research. The linkages between theory, concepts, research design, instrumentation, sampling, data collection analysis and reporting are emphasized. Ethical concerns related to the research process are discussed and analyzed. Strategies for developing a program of research and the leadership role of the researcher/scholar are addressed.

Outcomes:

1) Explain the significance of quantitative research in the development of nursing science; 2) Develop research questions to address gaps in knowledge; 3) Utilize the elements of quantitative research methods in the planning and conduct of research; 4) Understand the importance and implications for using big data for research and the issues related to measurement error; 5) Synthesize knowledge from nursing practice, theory, and research in the formulation of quantitative nursing research studies; 6) Analyze ethical concerns of quantitative research

GNUR 513 Qualitative Methods in Nursing Research (3 Credit Hours)

This course focuses on exploration of inductive qualitative research approaches including grounded theory, ethnography, phenomenology, narrative, case study, and pragmatic approaches such as qualitative description. Discussion will include a focus on epistemology, ontology, methods, strategies, data collection, analysis, and dissemination of results. Ethical, political, and special concerns of inductive qualitative research are emphasized.

Outcomes:

1) Explain the significance of qualitative research methods for the development of nursing and interdisciplinary science; 2) Explain the relationship between theoretical and philosophical foundations and assumptions to the major qualitative research methods; 3) Compare the major qualitative research designs in terms of background, purpose, research questions, data gathering techniques, analytical methods and report of results; 4) Develop basic skills in qualitative data collection and analysis; 5) Analyze ethical issues related to qualitative research and the protection of human subjects

GNUR 514 Common Health Problems of Adults/Older Adults (3 Credit Hours)

One course of a three-course sequence, GNUR 514 is designed to prepare the Nurse Practitioner to assume responsibility for coordination and management of adult/older adult health care. A major focus of the course is to prepare the student to assess and manage selected common health problems of adults/older adults in primary care settings. Indications for collaboration, consultation, and/or referral to other health care providers are emphasized as an integral part of the nurse practitioner's role. The accompanying practicum offers the student an opportunity to exercise critical judgment and implement theoretical knowledge in the management of care of adults experiencing common health problems.

GNUR 517 APN Practicum: Primary Health Care (1-6 Credit Hours)

Pre-requisites: Minimum grade of B- in GNUR 413, GNUR 425, & GNUR 442

This practicum course guides the student toward a synthesis of content from nursing and related sciences and the application of this knowledge to the advanced practice role of Nurse Practitioner in primary care. During each practicum, the student will care for patients progressing in complexity from health promotion and disease prevention to assessment and management of the most common acute, chronic, and complex health problems. The student's level of performance is expected to progress throughout the clinical practicum from requiring assistance to becoming primarily independent. Clinical seminars will include discussion of concepts introduced in previous courses with application to clinical practice. Seminars will include student and faculty-led discussions, case reviews, and guest speakers.

GNUR 518L First Semester Student Standardized Patient Lab (0 Credit Hours)

This one-day seminar focuses on helping the primary care nurse practitioner student prepare for the first clinical practicum. The seminar includes a standardized patient experience.

GNUR 519 Measurement in Nursing Research (3 Credit Hours)

This course focuses on principles and concepts of measurement in nursing research. Psychometric theory and instrument development, critique and testing are addressed. Methods for generating and evaluating reliability and validity are emphasized and operationalized. Ethical concerns related to development and use of measuring instruments are examined.

Outcomes:

- 1) Understand key principles and concepts of psychometric theory; 2) Differentiate between reliability and validity as measurement concepts; 3) Apply statistical techniques in the assessment of reliability and validity of scores from measuring instruments; 4) Evaluate measures and measurement approaches in answering research questions; 5) Understand principles and approaches to instrument development and testing; 6) Understand ethical issues related to instrument development, testing, and usage; 7) Design a research study to test the psychometric properties of an instrument

GNUR 521 Population-Focused Health (3 Credit Hours)

This course is designed to assist students with identifying, analyzing, and evaluating health issues confronting the doctorally prepared nurse in the provision of population-focused health care. Epidemiologic concepts and databases will be covered in the context of population needs assessments. Evidence-based interventions that address health disparities will be examined.

Outcomes:

- 1) Analyze the role of federal, state, and local governments in population health; 2) Assess population specific health needs using Healthy People and the determinants of health as frameworks; 3) Examine the role of the World Health Organization and non-governmental organizations in population health; 4) Analyze health disparities and needs of priority populations using databases; 5) Apply epidemiologic concepts when completing a population needs assessment; 6) Examine evidence-based interventions for population specific health issues

GNUR 522 Emergency Health Care of Adults (3 Credit Hours)

Pre-requisites: Advanced Pharmacology, Advanced Health Assessment across the Lifespan, and Advanced Physiology/Pathophysiology

This course is designed to provide the nurse practitioner student with the knowledge and skills necessary to affect patient care outcomes in emergency settings. This course will incorporate procedural skills necessary to meet clinical competencies of the emergency nurse practitioner. Diagnostic and therapeutic procedures used in the evaluation and management of patients with emergent conditions will be incorporated.

Outcomes:

Upon successful completion of the course, the student will be able to:

- 1) Recognize the importance of patient education and informed consent prior to performing procedures; 2) Synthesize knowledge of anatomy, pathophysiology and procedural methods for select interventions; 3) Incorporate understanding of indications, contraindications, and anticipated outcomes in clinical decision-making related to select procedures; 4) Demonstrate beginning skills in the execution of select diagnostic and therapeutic procedures in a procedural lab

GNUR 523 Health Care Policy and Economics (3 Credit Hours)

Course content provides the student with advanced policy, economic and financial knowledge, frameworks and skills required to assume a leadership role in healthcare. An emphasis is placed on using evidence to develop an understanding of key relationships between political, economic and financial dimensions in healthcare and how these relationships affect a selected population of interest.

Outcomes:

- Upon successful completion of this course the student will be able to: 1) Evaluate the influences of policy on health care delivery at institutional, local, state, national or global levels; 2) Analyze the effects of health policy; 3) Analyze the effects of economic factors on health care decision making; 4) Apply strategies for assessing costs, maximizing productivity, and achieving quality outcomes in evidence-based practice and/or research; 5) Design practice improvement recommendations that account for policy, economic and financial variables affecting selected populations

GNUR 524 Advanced Reproductive and Sexual Health (3 Credit Hours)

Pre-requisites: GNUR 442 Advanced Physiology; GNUR 413: Advanced Pharmacology; and GNUR 425 Advanced Health Assessment

This course will prepare the advanced practice nurse to manage the reproductive and sexual health care needs of all individuals throughout the lifespan. Theories and knowledge from biological, behavioral, social and nursing sciences will be applied in the provision of care for reproductive and sexual health. Emphasis is on the principles of reproductive anatomy and physiology including puberty, genetics, pregnancy, embryonic/fetal development, parturition, puerperium, lactation, and menopause in relationship to advanced practice nursing care.

Outcomes:

By the end of this course, advanced practice nursing students will: 1) Synthesize principles of neuroendocrine and physiological regulation of female and male reproductive function and the normal parameters of puberty, menarche, fertility, and menopause; 2) Analyze the impact of non-gynecologic primary health conditions on reproductive and sexual health; 3) Incorporate established evidence based sexual and reproductive health clinical practice guidelines; 4) Identify strategies to provide high quality, person-affirming, and culturally inclusive healthcare for self-identified gender and sexual minority persons and non-conforming individuals; 5) Develop genomics and genetic risk factor assessment in relation to reproductive and sexual health care, including basic principles of genetic testing, counseling, and referrals; 6) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes

GNUR 525 Special Populations and Topics in Emergency Health Care (3 Credit Hours)

Pre-requisites: Advanced Pharmacology, Advanced Health Assessment across the Lifespan, and Advanced Physiology/Pathophysiology

This course is designed to prepare the emergency nurse practitioner student to assume responsibility for stabilization and treatment of special populations that present to the emergency department. Evidence-based practice is discussed as it relates to the evaluation and treatment of emergent conditions in obstetrics and gynecology, pediatrics, mental health disorders, victims of abuse, and patients receiving palliative and hospice care. Special topics of disaster management, the approach to acute resuscitation, analgesia and procedural sedation, toxicology, environmental emergencies and legal topics in emergency health care will be covered.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Synthesize evidence-based theories and practices into assessment, diagnosis and treatment of patients in special populations that present to the emergency department for care; 2) Analyze subjective/objective information to emulate differential diagnoses of emergent conditions; 3) Establish definitive diagnoses through diagnostic testing; 4) Develop treatment plans that incorporate inter-professional and socio-cultural sensitive treatment options; 5) Recognize legal issues that are unique to the delivery of care in the emergency setting; 6) Apply principles of disaster management to the care of individuals and communities affected by disasters

GNUR 526 Management of Common Adult Health Problems (4 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is designed to prepare nurse practitioner students to assume responsibility for coordination and management of common primary health care problems across the adult age spectrum. A major focus of the course is to prepare the student to assess and manage selected common health problems of adults/older adults in primary care settings. Indications for collaboration, consultation, and/or referral to other health care providers are emphasized as an integral part of the nurse practitioner role. Evidence-based practice is discussed for Health Promotion and Disease Prevention, evaluation, and treatment of dermatologic, mental health, HEENT, gastrointestinal, and genitourinary problems.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Assess presenting common health problems in adults/older adults with specified conditions; 2) Analyze subjective/objective information to formulate differential diagnoses of common conditions; 3) Establish definitive diagnoses through diagnostic testing; 4) Establish a patient-centered treatment plan that is cost effective, consistent with best evidence, age appropriate, and culturally sensitive; 5) Modify the treatment plan based on outcomes; 6) Recognize problems that require consultation or referral to other members of the multidisciplinary health care team

GNUR 528 Management of Complex Adult Health Problems (4 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is designed to prepare nurse practitioner students to assume responsibility for coordination and management of complex primary health care problems across the adult age spectrum. A major focus of the course is to prepare the student to assess and manage selected complex health problems of adults/older adults in primary care settings. Indications for collaboration, consultation, and/or referral to other health care providers are emphasized as an integral part of the nurse practitioner role. Evidence-based practice is discussed for evaluation and treatment of cardiovascular, peripheral vascular, respiratory, palliative care, neurological, musculoskeletal, hematologic, endocrine, infectious disease, and renal disease problems.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Assess presenting complex health problems in adults/older adults with specified conditions; 2) Analyze subjective/objective information to formulate differential diagnoses of complex conditions; 3) Establish definitive diagnoses through diagnostic testing; 4) Establish a patient-centered treatment plan that is cost effective, consistent with best evidence, age appropriate, and culturally sensitive; 5) Modify the treatment plan based on outcomes; 6) Recognize problems that require consultation or referral to other members of the multidisciplinary health care team

GNUR 529 Family-Focused Health Promotion and Disease Prevention (3 Credit Hours)

Pre-requisites: GNUR 442 Advanced Physiology; GNUR 413: Advanced Pharmacology; and GNUR 425 Advanced Health Assessment
This course emphasizes a family-focused approach to health promotion, disease prevention, and risk reduction from birth to end of life. Common issues impacting individual, family, population, community, and global health are explored. Strategies for health promotion and disease prevention are addressed with consideration for culture, social determinants of health, and social justice.

Outcomes:

By the end of this course, advanced practice nursing students will:

- 1) Analyze data sources that identify and predict health risks of the individual, family, and community to facilitate development of clinical intervention strategies;
- 2) Integrate family systems theory and research on health promotion and disease prevention into strategies to manage health-related problems affecting family and community;
- 3) Synthesize broad ecological, global and social determinants of health to design evidence-based, culturally relevant clinical interventions and strategies;
- 4) Apply evidence-based guidelines to the identification and prevention of significant healthcare problems affecting populations at risk;
- 5) Distinguish cultural, spiritual, ethnic, gender, sexual orientation, economic, environmental, and age cohort differences in the risk, presentation, progression, and treatment of health problems

GNUR 530 Topical Seminar for Nursing (1-5 Credit Hours)

These are seminars in specialty areas of nursing theory (e.g., Parse theory), methods (e.g., historical research, grounded methods), as well as concepts (e.g., spirituality, decision-making, bereavement). Students are encouraged to take those seminars to prepare them for their dissertation.

Outcomes:

Students are expected to use the specialty information to further enhance their understanding of their research phenomenon

GNUR 532 Research Internship (2-3 Credit Hours)

This course provides an opportunity for the student to undergo a mentored experience in scientific inquiry. With the Course Director, students will identify a faculty mentor who has an active program of research and can provide an environment for a mentored experience in scientific investigation. The student and faculty mentor will mutually develop achievable objectives with measureable outcomes. This experience can encompass a broad range of research activities that span the scope of scientific investigation. Successful completion of the internship will provide the student with an experiential base of research, which will enhance their knowledge and skills in the conduct of research and facilitate their socialization into the multifaceted role of an investigator.

GNUR 534 Advanced Practice Nursing Care of Older Adults (2 Credit Hours)

Pre-requisites: GNUR 528 Management of Complex Adult Health Problems for NP students OR MSN 447 for CNS students

This course explores current issues in aging and the care of older adults. A major focus of the course is preparing the advanced practice nurse to manage the healthcare of older adults with multiple medical and psychosocial needs in increasingly complex care systems. Topics include health promotion, disease prevention, and social determinants of health for older adults across the spectrum of health and illness, best practices in the management of geriatric syndromes, and special considerations in the assessment of older adults with functional and cognitive limitations.

Outcomes:

- 1) Apply current issues in aging, including aging theory, social determinants of health, caregiving, and legal-ethical considerations in the care of older adults;
- 2) Investigate the variety of care systems and settings where older adults receive care, including transitions of care;
- 3) Generate comprehensive health maintenance plans for healthy older adults and older adults with multiple comorbidities, incorporating evidence-based screening and prevention principles;
- 4) Discuss special considerations in the assessment of older adults with functional and cognitive limitations;
- 5) Apply best practices in assessment and management of geriatric syndromes;
- 6) Evaluate the importance of interprofessional teamwork in the care of older adults with multiple comorbidities

GNUR 535 Substance Use Disorders Addiction Lifespan I (3 Credit Hours)

Pre-requisites: Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I and II

This course is an introduction to critical thinking, diagnostic reasoning and clinical judgment to assess, diagnose and treat clients with substance use and addictive disorders. Neurobiological, behavioral, and socioecological perspectives will be used to understand the etiology, course and development, differential diagnoses and management of substance use and addiction. Students will learn pharmacological and non-pharmacological interventions to treat and manage substance use and addictive disorders across the lifespan.

Outcomes:

At the successful completion of the course, students will be able to:

- 1) Synthesize evidence-based scientific theories of substance use and addictive disorders;
- 2) Understand the neurobiological, behavioral, and socioecological aspects of substance use and addiction;
- 3) Assess and diagnose substance use and addictive disorders for clients with developmental considerations across the lifespan;
- 4) Apply pharmacologic, non-pharmacologic, and behavioral interventions in the management of clients with substance use and addictive disorders;
- 5) Evaluate management strategies in the treatment of substance use and addictive disorders

GNUR 536 Management of Adults with Acute/Critical Conditions I (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is one of two acute care management courses for students in the Adult-Gerontology Acute Care NP and CNS tracks. Students will integrate pathophysiology in the assessment, diagnoses, collaborative and holistic management of adults and older adults with traumatic, pulmonary and cardiothoracic disorders in acute/critical care. Students will analyze, integrate, and synthesize pathophysiological concepts and current research findings for collaborative management of the acute care adult/older adult.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Apply knowledge from health, psychological, physiological, and social sciences in the advanced nursing management of adults with trauma and cardiothoracic disorders within an acute care setting; 2) Develop differential diagnoses based on a holistic health assessment including medical and social history, presenting symptoms, physical findings, and diagnostic information; 3) Implement appropriate diagnostic and therapeutic interventions for adults with emphasis on safety, cost, efficacy, and patient's immediate condition and needs; 4) Identify the need for consultation and inter-professional collaboration with and referral to appropriate healthcare providers; 5) Evaluate the effectiveness of treatment plans based on patient's outcomes

GNUR 537 Substance Use Disorders Addiction Lifespan II (2 Credit Hours)

Pre-requisites: Substance Use Disorders and Addiction Across the Lifespan I

This course focuses on the complex management of treating substance use and addictive disorders across the lifespan. Evidence-based strategies for caring for clients with co-occurring substance use and psychiatric disorders are presented. Students will learn innovative and novel approaches within research and practice to treat substance use and addiction. The socio-cultural, ethical, and legal challenges surrounding addiction and substance use disorders also will be explored.

Outcomes:

At the successful completion of the course, students will be able to: 1) Understand different philosophical approaches to manage addiction and substance use, including abstinence and harm reduction models; 2) Implement and evaluate evidence-based strategies to care for clients with complex co-occurring psychiatric and substance use disorders with an emphasis on recovery; 3) Describe how to include family and community members into the management of substance use disorders and address stigma associated with addiction and substance use; 4) Analyze the current research and practice focused on innovative and novel approaches and examine socio-cultural, ethical, and policy implications; 5) Explain the legal, ethical, and economic factors associated with substance use and addiction practice

GNUR 538 Management of Adults with Acute/Critical Conditions II (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is one of two acute care management courses for students in the Adult-Gerontology Acute Care NP and CNS tracks. Students will integrate pathophysiology in assessment, diagnoses, collaborative and holistic management of adults and older adults with systemic disorders that include episodic and chronic health problems in acute/critical care. Students will analyze, integrate, and synthesize pathophysiological concepts and current research findings for collaborative management of the acute care adult/older adult.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Apply knowledge from health, psychological, physiological, and social sciences in the advanced nursing management of adults with systemic disorders that include acute and critical episodes of health problems in acute care settings; 2) Develop differential diagnoses based on a holistic health assessment including medical and social history, presenting symptoms, physical findings, and diagnostic information; 3) Implement appropriate diagnostic and therapeutic interventions for adults with emphasis on safety, cost, efficacy, and patient's immediate condition and needs; 4) Identify the need for consultation and inter-professional collaboration with and referral to appropriate healthcare providers; 5) Evaluate the effectiveness of treatment plans based on patient's outcomes

GNUR 540 Philosophy of Nursing: Nursing as a Moral Practice (3 Credit Hours)

This course provides an opportunity for students to analyze ethical issues and personal, institutional/organizational, societal and global values and beliefs that have an impact on nursing practice, the nursing profession, and healthcare delivery. Students will clearly and carefully articulate their thinking and approach to moral reasoning about various contemporary issues and justify their responses. Presuppositions about clinical practice, education, administration, and their impact will be explored. The realities of the social context and the effects on moral/ethical practice will be discussed.

Outcomes:

1) Analyze the multi-faceted ethical problems in healthcare, nursing practice, education, research, administration and policy; 2) Articulate one's own approach to moral reasoning when responding to bioethical issues in nursing; 3) Identify presuppositions/assumptions underlying one's positions and the bases for accepting those presuppositions/assumptions; 4) Examine fundamental critical questions in ethics and nursing; 5) Explore selected social justice bioethical issues

GNUR 542 Grantsmanship (1 Credit Hour)

Pre-requisites: GNUR 512 and GNUR 513

This course provides students with a basic understanding of the research grant application process. The overarching objective is to foster fundamental skills and strategies needed to prepare and submit a competitive research grant proposal. Emphasis is placed on the means by which to best position a research grant application for success. Sources and types of funding from governmental agencies, private foundations and professional societies are considered, with an emphasis on federal (NIH, AHRQ) grant programs, mechanisms, application and review process. Key aspects of successful proposal development from conceptualization of an idea or research question to submission of the application is fully developed and explored. Strategies for successful writing of each component of a research grant are provided using examples and online tutorials. Best practices for approaches for amendment of a non-funded proposal are considered.

GNUR 543 Adult Primary Care NP Practicum (1-4 Credit Hours)

Pre-requisites: GNUR 526: Management of Common Adult Health Problems or GNUR 528: Management of Complex Adult Health Problems; WHNP Students also need MCN 414: Childbearing/ Family Course
This practicum course guides the student toward a synthesis of content from nursing and related sciences and the application of this knowledge to the advanced practice role of the nurse practitioner in primary care. During each practicum, the student will care for adult patients. This care includes health promotion, disease prevention, as well as assessment and management of the most common acute, chronic, and complex health problems.

Outcomes:

At the successful completion of this practicum, students will be able to: 1) Perform complete physical, psychological and social health assessments, incorporating principles of health promotion, health maintenance, and chronic disease management; 2) Provide teaching, counseling, and anticipatory guidance in accordance with the patient and family's readiness stage; 3) Evaluate cultural, spiritual, ethical, legal, financial, and policy factors that influence care in the clinical environment through a social justice lens; 4) Integrate knowledge of pathophysiologic and psychosocial changes associated with common acute, chronic and complex health problems into clinical decision-making; 5) Implement evidence-based, developmentally supportive plans of care for adolescents, adults, and older adults; 6) Modify management plan according to clinical response and changes in condition; 7) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes; 8) Demonstrate effective communication, collaboration and relationship building with patients, families, and interprofessional team members; 9) Analyze quality issues in the clinical setting, prioritizing patient safety and cost effectiveness

GNUR 544 Nursing and Health Policy (3 Credit Hours)

This course provides a framework for understanding health care delivery systems and the ability to analyze health policy using selected theoretical models. Students will apply theoretical models to evaluate existing and proposed health policies from the perspective of relevant stakeholders. Students will identify the political, economic, legal, social and ethical forces which impact the health policy-making process at the organization, local, state and national level. The changing role and responsibilities of the government, private sector, health professionals, and consumers will be examined in terms of access to care, health care financing, regulations, safety, quality and efficiency. Specific methods and strategies to influence health policy will be explored.

Course equivalencies: X-DNP 503/GNUR 544

Outcomes:

1) Analyze health care delivery systems and specific health policies using selected theoretical models; 2) Describe forces that shape health care policy development and implementation in the United States; 3) Relate the philosophy and ethical basis of Jesuit education to the values and preferences which shape health policy in a pluralistic society; 4) Outline the process of policy development and implementation within the content of multiple forces (government, the private sector, health professionals and consumers) that shape health care policy in the United States; 5) Discuss current health and nursing policy issues in the US and globally with emphasis on the political, social, economic, and cultural factors which influence health disparities and access to care; 6) Analyze a health policy within the student's own area of practice and interest in terms of the social, economic, legal political, and ethical forces that effect current and latent health outcomes; 7) Explain specific methods and strategies that health care providers can use to advocate for and influence health policy at the organization, local, state, national and/or international level

GNUR 545 Evidence Translation for Advanced Clinical Practice (3 Credit Hours)

This course builds on the student's understanding of using research and scholarly inquiry to address complex practice problems and improve practice outcomes within a contextual setting. Students will focus on developing leadership competencies in the areas of translational research, evidence-based practice and interprofessional teamwork. Key competencies are developed in the critical evaluation and synthesis of extant research, development of evidence-based protocols and evaluation of outcomes.

Outcomes:

Upon successful completion of this course the student will be able to: 1) Evaluate theory, concepts and methods to guide translation of evidence; 2) Formulate questions about population-based practice problems, issues and areas for improvement in context; 3) Synthesize the state of evidence with regard to a specific practice problem; 4) Develop an evidence-based protocol to address the practice problem, issue and/or area for improvement in context; 5) Understand the use of metrics in the identification, monitoring and evaluation of practice outcomes; 6) Analyze social, cultural, political and ethical issues related to implementation of practice and process improvements

GNUR 546 Introduction to Linear Models (3 Credit Hours)

This course provides graduate students with a foundation in applied regression analysis techniques used in health, social, and behavioral sciences. Conceptual understanding and critical evaluation of statistical models is emphasized. Topics to be covered include probability statistical foundations, correlation, analysis of variance, simple and multiple linear regression, variable selection, model selection, model building, regression diagnostics, and prediction. Interpret results of statistical testing using linear modeling techniques; 4) Explain the assumptions associated with statistical testing using linear models; 5) Apply linear modeling techniques in answering research questions.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Explain strengths and limitations of linear models; 2) Select from basic exploratory data techniques the appropriate model to fit to a dataset; 3) Analyze univariable and multivariable models

GNUR 547 Categorical Data Analysis (3 Credit Hours)

This course focuses on categorical data analysis techniques common in clinical and health outcomes research. Students will learn how to apply and interpret bivariate analysis, measures of agreement, logistic regression, proportional odds models, and models for matched/correlated data. Knowledge commensurate with undergraduate intermediate algebra (equivalent to Loyola's MATH 100 course), undergraduate introductory statistics (equivalent to Loyola's STAT 103 course), GNUR 546 (Introduction to Linear Models), and good working knowledge of a statistical package.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Apply appropriate categorical analysis techniques based on research questions about differences in proportions or trends; 2) Evaluate diagnostic tests through sensitivity, specificity, and positive and negative predictive value calculations; 3) Explain sample size or statistical power for studies with binary outcomes; 4) Interpret goodness of fit and calibration of the model to categorical outcome data; 5) Interpret findings of statistical categorical analyses from software output for select tests; 6) Critique categorical data designs, including randomization and power analysis

GNUR 550 Substance Use Management Practicum (3 Credit Hours)

Pre-requisites: Psychiatric Mental Health Advanced Practice Practicum

This specialty practicum course has a focus on the diagnostic reasoning and clinical judgment required to assess, diagnose and treat substance use and addictive disorders. Students will integrate knowledge from their coursework and psychiatric mental health population clinical to diagnose and manage clients with substance use and addictive disorders across the lifespan. The student's level of performance is expected to progress throughout the clinical practicum.

Outcomes:

Upon successful completion of the course, the student will be able to:

1) Apply evidence-based practice strategies to assess and diagnose children, adolescents, adults and older adult clients with substance use and addictive disorders; 2) Implement management strategies in the treatment of substance use and addictive disorders; 3) Analyze the ethical, legal, and policy issues impacting advanced practice nursing care of clients with substance use and addictive disorders; 4) Coordinate care across transitions for clients diagnosed with substance use and addictive disorders

GNUR 551 Cancer Care: Cancer Biology and Epidemiology (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is designed to present an in-depth understanding of the current knowledge and research in cancer biology and pathogenesis. Genetic, molecular and cellular mechanisms of cancer pathogenesis are covered in depth. Cancer epidemiology, concepts of primary risk reduction, as well as cancer screening are presented. Susceptibility for hereditary cancers due to germline mutations is included in the context of primary and secondary prevention. Current and future applications of genomics to cancer care are presented and discussed.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Analyze theories and research findings relative to the current understanding of the biology of cancer; 2) Describe national and global trends in cancer incidence and mortality; 3) Discuss evidence supporting cancer prevention; 4) Analyze cancer risk associated with common hereditary cancer syndromes; 5) Understand general principles of cancer screening; 6) Analyze current and future applications of genomics to cancer care

GNUR 553 Cancer Care: Diagnostic and Therapeutic Approaches (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course will focus on the diagnostic and management dimensions of select cancers including hereditary cancer syndromes. Specialized content will focus on the therapeutic modalities utilized during the acute care phase of the cancer continuum across multiple care settings. Pharmacology of cancer therapies will be explored.

Outcomes:

Upon successful completion of the course, the student will be able to:

1) Differentiate among specific cancer types in terms of: epidemiology, etiology, prevention, screening, detection, classification, and treatment; 2) Apply diagnostic approaches and methods to cancer management; 3) Explain concepts and principles of cancer staging for various cancer types; 4) Apply general principles of treatment planning in cancer management; 5) Compare major treatment modalities; 6) Evaluate evidence-based therapeutic and pharmacologic treatment strategies for patients across the cancer care continuum; 7) Articulate the role of the advanced practice nurse in the interprofessional management of patients

GNUR 555 Cancer Care: Palliative/Supportive Management (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is designed to present an in-depth understanding of the current knowledge and research in psychological and supportive care for patients and families living with cancer. Information relevant to the following domains will be explored: symptom management; psychological, spiritual and culturally-appropriate care; communication; survivorship; and hospice and palliative care.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Analyze theories and research findings relative to the current understanding of cancer and treatment-related symptoms across the cancer care continuum; 2) Identify evidence-based advanced nursing practice for symptom management and psychological care of patients with cancer, across the cancer care continuum, including at the end of life; 3) Identify strategies for effective communication with patients, families, and interprofessional team members; 4) Describe psychosocial, spiritual, and culturally appropriate components of care with patients and families coping with cancer; 5) Explain unique issues of the cancer survivor; 6) Integrate principles of palliative care across the cancer care continuum; 7) Articulate the role of the advanced practice nurse in the interprofessional management of patients

GNUR 560 Cancer Care Advanced Practice Practicum (2-3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

The practicum course guides the student in a synthesis of content from nursing and related sciences and allows for the application of this knowledge to the role of the advanced practice nurse providing advanced nursing care to patients and families across the cancer care continuum. Students will gain experience in a variety of settings that will advance their proficiency in caring for patients and families with cancer.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Apply evidence in the assessment and management of patients across the cancer care continuum; 2) Collaborate with health professionals to plan and implement best practices in cancer care; 3) Evaluate the treatment plan for value and quality and modify as needed; 4) Analyze the ethical, legal, cost, and policy issues affecting advanced practice nursing of patients and families across the cancer care continuum; 5) Discuss the value of multidisciplinary cancer care teams to provide the most appropriate care for this complex and vulnerable population; 6) Demonstrate and document personal and professional growth in the role of the advanced practice nurse

GNUR 562 Emergency Health Care Advanced Practice Practicum (1-6 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

The practicum course guides the student in a synthesis of content from nursing and related sciences and allows for the application of this knowledge to the role of the nurse practitioner in the emergency setting. Students will advance their proficiency in caring for patients that present across the lifespan and across acuity levels.

Outcomes:

1) Apply evidence-based practice strategies to assess and diagnose patients across the lifespan and across acuity levels that present with emergency/urgent conditions; 2) Implement management strategies in the treatment of patients in the emergency department setting; 3) Analyze the ethical, legal, and policy issues impacting advanced practice nursing care of patients that present in an emergency/urgent care setting; 4) Implement proficiency in procedural skills relevant to the evaluation, stabilization, resuscitation, and treatment of the patient in the emergency setting; 5) Integrate the appropriate use of consultation, collaboration, and referral to appropriate health care providers into management of patients in an emergency/urgent care setting

GNUR 570 DNP Scholarly Project: Planning (1 Credit Hour)

Pre- or co-requisites: GNUR 545

The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This 1 SH course focuses on skills necessary for planning a successful DNP scholarly project. Project identification within the student's area of advanced expertise, organizational needs assessment, and outlining the project are emphasized. Skills necessary for the implementation of a successful DNP scholarly project, including collaborative inter-professional team participation and leadership, communication, and methods for project management, are emphasized.

Outcomes:

Upon successful completion of this course, DNP students will apply project management principles in the identification of a feasible DNP Scholarly Project that reflects the student's practice expertise, is evidence-based and grounded in theory

GNUR 571 DNP Scholarly Project: Proposal and Pre-Implementation (2 Credit Hours)

Pre-requisites: DNP Scholarly Project: Planning

The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This 2 SH course entails 1 SH of on-line seminar and 1 SH (75 clock hours) of practicum experience. The seminar focuses on full development and writing of a succinct proposal which describes planning, implementing, evaluating, and disseminating a scholarly project. The project is designed to improve patient, practice, or organizational outcomes based on an organizational needs assessment that demonstrates feasibility and organization's readiness for student's proposed project. Development of relationships at the project site, and exploration/initiation of preliminary project steps are emphasized during the practicum hours.

Outcomes:

Upon successful completion of this course, DNP students will: 1) Incorporate findings from an organizational needs assessment into the development of a feasible scholarly project; 2) Defend a written project proposal which links scholarly experiences, use of evidence to improve either practice or patient outcomes or both

GNUR 572 DNP Scholarly Project: Project Implementation (2 Credit Hours)

Pre-requisites: GNUR 571 DNP Scholarly Project: Proposal and Pre-Implementation

The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This course combines 1 SH of didactic and scheduled on-line seminars throughout the semester with 1 SH (75 clock hours) of practicum experience. Project implementation is the focus of the practicum experience. Project management guidance is provided through on-line seminar sessions, in concert with Faculty Directors, and through communication with the student and external mentor. Students are expected to have a DNP Scholarly Project faculty director, an external member and an approved and willing project site in place prior to course entry.

Outcomes:

Upon successful completion of this course, DNP students will: 1) Implement DNP Scholarly Project using project management skills and competencies; 2) Demonstrate leadership skills in project implementation and management; 3) Apply problem-solving methods and change concepts during project management

GNUR 573 DNP Scholarly Project: Analysis and Dissemination (1 Credit Hour)

Pre-requisites: GNUR 572 DNP Scholarly Project: Implementation

The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This 1 SH seminar course guides DNP students through the completion of the DNP Scholarly Project, evaluation of project outcomes through analysis of process and outcome indicators, and dissemination. Methods for dissemination include sharing of project outcomes with project site stakeholders, completion of a manuscript, and exploration of a publication site.

Outcomes:

Upon successful completion of this course, DNP student will integrate project elements and data, demonstrating the use of evidence to improve patient or system outcomes

GNUR 598 Directed Study (1-6 Credit Hours)

Directed Study is a focused, defined, and substantive reading or research experience supervised by a faculty member. Directed study involves a close collaboration between the student, supervising faculty, and the academic advisor/chair in the design, scope, and expected student learning outcomes from the experience. Directed study may not be used as a substitute for an existing course or a cancelled course. Directed study credits may range from 1 to 3 semester hours. A course topic of Directed Readings or Directed Research may be requested to be entered on the transcript.

GNUR 600 Dissertation Supervision (0 Credit Hours)

This course focuses on continuing formation as a scholar through the development of the dissertation proposal. Using the student's dissertation plans as a reference point, the course will target strategies and competencies in generating and critically evaluating new knowledge, understanding the legacies of past and current work in the discipline and topic area, the transformational nature of knowledge, and the transformative work of communicating knowledge to others. Students are expected to maintain close and frequent contact with their dissertation chairperson/ committee members during their enrollment in the course. Two semesters in seminar format and thereafter the student works with the Dissertation Chair and committee in completing the dissertation

GNUR 605 Master's Study (0 Credit Hours)

Course designation for students who have completed their coursework and are completing the master's comprehensive examination. Enrollment in GNUR 605 is considered full-time study. Graded as credit (pass) or no credit (fail). This course can be taken twice.

GNUR 610 Doctoral Study (0 Credit Hours)

This course can only be taken two times during a doctoral student's career.