

## NURSG 409

**Graduate Nursing Stats Module**

0 Credit Hours

This self-paced, ten-module tutorial is an option to meet the statistics prerequisite for NURSG 509. Basic statistical information will be reviewed consisting of descriptive statistics and confidence intervals, measures of relative standing, variability in sample results, probability, hypothesis testing, inferential statistics, common non-parametric testing, simple and multiple regression and odds ratio along with relative risk. Upon completion of each module a 4 question practice quiz will be taken. Upon completion of the ten modules, a competency exam will be taken with a score of 85% or greater to be achieved in order to successfully pass the course. Students are allowed a total of 2 attempts to pass the competency exam.

## NURSG 502

**Advanced Health Assessment**

3 Credit Hours

This course assists students to develop effective clinical interviewing, focused history-taking, and advanced physical assessment skills. Course content builds upon the student's foundational knowledge of pathophysiology, microbiology and anatomy. The underlying approach to assessment stresses a holistic view of clients as complex beings possessing physical, emotional, social and spiritual health needs and resources.

## NURSG 503

**Advanced Pathophysiology**

3 Credit Hours

This course describes the etiology, natural history, developmental considerations, pathogenesis, and clinical manifestations of specific disease processes. In this course students will acquire a deeper understanding of some of the mechanisms of disordered physiology that underlie the disease conditions commonly encountered in practice settings. Knowledge of pathophysiological processes will be linked to the clinical manifestations of disease and will ultimately form the basis for clinical diagnosis and decision-making regarding therapeutic interventions in future courses.

## NURSG 504

**Philosophical and Theoretical Foundations of Advanced Nursing**

3 Credit Hours

This course focuses on the ethical and theoretical foundations of advanced nursing. Personal narratives from clinical practice are analyzed from the perspectives of several ways of knowing. Selected ethical and aesthetic theories as well as theories from nursing, physical sciences, social and behavioral sciences, and organizational management are analyzed and applied. Reflexive practice, scholarly writing, and transformational learning in graduate education are emphasized.

## NURSG 505

**Advanced Health Assessment and Clinical Reasoning**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-503

Formerly Advanced Health Assessment for Family Nurse Practitioners. Content in this course builds upon and integrates

the student's foundational knowledge of anatomy, physiology, and pathophysiology. Emphasis will be placed on applying theoretical foundations as well as the development of advanced assessment skills in order for the student to perform a comprehensive health assessment across the lifespan.

This course will also allow students to develop skills such as: effective clinical interviewing; comprehensive and focused history-taking, clinical reasoning and differential diagnosis, disease risk factors, and health promotion strategies. The underlying approach to advanced health assessment utilizes a holistic view of clients as complex beings possessing physical, emotional, social, cultural, and spiritual health needs, living as individuals within families and communities. An on-campus, 2-3 day skills intensive is required for successful completion of course.

## NURSG 509

**Nursing Inquiry**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-504 NURSG-517 Basic statistics course or passing score on statistics competency exam

This course focuses on methods of inquiry as a basis for the expansion of knowledge in nursing. Philosophical foundations of qualitative and quantitative methods are explored. Methodological approaches that use qualitative analysis are compared with those that require quantification and statistical analysis of data. Emphasis is placed on the congruence between the research problem and the research design. Analysis of research studies and the ability to develop a research proposal are expected outcomes of this course. Current issues in nursing research, including those of critique, collaboration and publication are discussed. NOTE: Basic statistics course or passing score on statistics competency exam is prerequisite.

## NURSG 512

**Advanced Pharmacology**

3 Credit Hours

This course focuses on the pharmacologic effects and clinical uses of selected drug groups. Principles of pharmacodynamics and pharmacokinetics are reviewed. The issues of altered pharmacotherapeutic response relative to physiologic and psychosocial variables will be included. Pharmacologic mechanisms in association with side effects, drug interactions, contraindications and patient education will be addressed.

## NURSG 517

**Health Care Systems and Financing**

3 Credit Hours

This course focuses on the transformation of the American health care system. The corporatization of health care and the complexities of health care delivery and related financing of that care are addressed. Efforts on quality care, now linked to reimbursement for that care, are the emphasis for health care systems' policies today. Included are the basic concepts of quality, safety, improving health outcomes and related policy analysis. The course also provides an opportunity for practical application of budgeting through cost analysis, and the use of financial information for decision and policy making in providing quality health care.

**NURSG 518**

**RN to MSN Bridge Course**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURS-484

This course provides a bridge from the RN to BSN curriculum into the MSN curriculum. Included are the basic concepts of cost, quality, safety of care and improving health outcomes. The course also provides an opportunity for practical application of concepts through a change project cost/benefit analysis in providing quality health care. Students will develop effective written professional communication skills. The course includes an introduction to the U.S. health care system and analysis of that system and associated policies. NOTE: Completion of the RN-BSN class requirements with a GPA of 3.0 is required.

**NURSG 519**

**Primary Care of Women and Children**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-505 , C: NURGP-519 (RQ)

This is the first of three primary care delivery courses for Family Nurse Practitioner students. With an emphasis on women's and children's health, assessment and management strategies for problems commonly encountered in primary care are introduced. Students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the family nurse practitioner.

**NURSG 523**

**Clinical Leader Role I**

2 Credit Hours

This is the first course specific to the Clinical Leader (CL) role. The course provides a foundation for implementation of the role. Students focus on the CL role and its contribution to improve patient outcomes, ensure quality care and reduce health care costs. Concepts, theories and issues related to nursing leadership and care environment management are investigated in depth. End of program competencies for the Clinical Nurse Leader role will be discussed. The practicum facilitates role clarification and application of microsystem analysis. This course requires a minimum of 75 non-preceptored clock hours of practicum.

**NURSG 524**

**Clinical Leader Role II**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-523, C: NURGP-524 (RQ)

This is the first of three didactic-practicum dyads in the Clinical Leadership track. Students apply elements of the CL curriculum with a selected cohort of clients in a practice setting. Periodic seminars provide opportunities for CL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. NOTE: Students registered for NURSG 524 must also register for NURGP 524 in order to complete the course requirements and receive credit for this course.

**NURSG 525**

**Pharmacology for Advanced Practice Nursing**

1 Credit Hour

*Pre/Corequisite:* P (RQ) NURSG-552, C: NURSG-535 (RQ)

This course focuses on the application of pharmacologic and pharmacotherapeutic principles in primary care. Pharmacological mechanisms of action in association with drug interactions, incompatibilities, side effects, contraindications and client education are addressed. Clinical uses of selected drug groups are explored through a case study approach. Issues related to prescriptive practice are discussed.

**NURSG 535**

**Management of Common Problems in Primary Care**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-519 NURGP-519, C: NURGP-535 (RQ)

This is the second of three primary care delivery courses for Family Nurse Practitioner students. Assessment and management strategies for problems commonly encountered in primary care are introduced. Students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the family nurse practitioner. An on campus, 2-day Skills Intensive is required for successful completion of course.

**NURSG 536**

**Management of Complex Problems in Primary Care**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-535 NURGP-535, C: NURGP-536 (RQ)

This is the final course of three primary care delivery courses for Family Nurse Practitioner students. Assessment and management strategies for complex problems in primary care are introduced. A minimum of 225 hours of clinical practicum is required for this course. Students work closely with primary care providers in clinical settings to develop clinical decision-making skills integral to the role of the family nurse practitioner. The student will synthesize elements of clinical management skills and knowledge and analyze, apply and evaluate diverse aspects of patient assessment and health care interventions.

**NURSG 537**

**Family Nurse Practitioner Role Synthesis**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-535

Current concepts, theories, and issues relevant to the family nurse practitioner role are analyzed. The multifaceted role of the family nurse practitioner as primary care provider, educator, researcher, manager, and consultant is examined. Focus will be placed on how the evolution of these roles has influenced the development, transition, and implementation of today's advanced nursing practice. Professional competencies, educational requirements, and regulatory controls will be discussed.

## NURSG 544

**Epidemiology and Population Based Health Care**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-509

This course emphasizes the use of epidemiological research in population based health care. The essential elements of the community health/needs assessment method are applied to assess health needs and/or problems of a population/ community or an aggregate in the community. Students have opportunities to apply principles of epidemiology including analysis of occurrence, distribution, determinants, and consequences of health-related states and diseases. Analysis of aggregate data from public domain websites is also included to evaluate the effectiveness of interventions to improve population health care outcomes. Students have opportunities to study disease(s) and apply strategies that promote health in diverse population groups. Students will design population centered and culturally responsive strategies to promote health and health related interventions for populations, communities and aggregates in a community.

## NURSG 545

**Executive Leader Role I**

2 Credit Hours

This is the first course specific to the Executive Leader (EL) role. Students focus on the EL role and its contribution to executive practice which sets the vision for nursing practice in the delivery of safe, timely, efficient, equitable and patient-centered care. Working within a collaborative and inter-professional environment, the nurse in administrative practice is influential in improving the patient experience of care (including quality and satisfaction), improving the health of populations and reducing the per capita cost of health care. Concepts, theories, and issues related to nursing administrative leadership are investigated in depth. The AONE, Nurse Executive Competencies that identify the common core set of competency domains for health care leadership - communication and relationship management; knowledge of the health care environment; leadership; professionalism; business skills and principles - will be discussed. The non-preceptored practicum facilitates role clarification and application of organizational analysis. (16 non-preceptored fieldwork hours)

## NURSG 552

**Advanced Pharmacology for FNP's**

3 Credit Hours

This course focuses on the pharmacologic effects and clinical uses of selected drug groups. Principles of pharmacodynamics and pharmacokinetics will be reviewed. The issues of altered pharmacotherapeutic response relative to physiologic and psychosocial variables will be included. Pharmacologic mechanisms of action in association with side effects, drug interactions, contraindications and patient education will be addressed. All course objectives will be considered from the perspective of the Family Nurse Practitioner as a licensed prescriber of medications.

## NURSG 553

**Culture, Communication, and Conflict Resolution in Inter-Professional Practice**

3 Credit Hours

This course addresses expressions of health, illness, caring and healing from trans-cultural and communication-focused perspectives. Understanding and developing professional competence in caring for and working with individuals, families, groups, and communities with diverse cultural backgrounds is emphasized. Patterns of human communication and interaction with health care clients and professional colleagues are considered in terms of theories and practical skills of communication, conflict resolution and professional collaboration. The impact of negative patterns of interaction (e.g., stereotyping, discrimination and marginalization) on health care disparities is considered.

## NURSG 557

**Information Technology in Health Care and Outcomes**

3 Credit Hours

This course provides an overview of the various ways in which information technology is used in health care and education. Following an introduction to the principles of information science and information systems, students explore the practical applications and strengths and limitations of various information technologies. Applications of technology in the care of individuals, populations and communities are addressed, including aspects of tele-health. Students gain experience using and interpreting data from administrative and clinical health information databases in order to develop plans for quality assurance and outcomes evaluation. Students will interact with information management applications related to administration, clinical practice, education and research.

## NURSG 558

**Advanced Health Care Finance**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-517

This course examines financial and economic concepts and techniques of managing a health care agency or organization in a variety of settings. The focus is on financial knowledge and information as applied to health care agencies or integrated health care delivery systems, including budget concepts, financial analysis, and the integration of strategic goals and objectives with financial planning. Current issues related to the economics of health care, including the political and ethical issues involved in containing health care costs, are explored.

## NURSG 568

**Advanced Health and Social Policy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-517

This course focuses on health policy analysis and utilizes various methods of critique to analyze health and social policy development. Organizational, local government, state and national policies will be discussed and examined. Use of health data and information related to policy available from the public domain is highly encouraged. Students will analyze and propose solutions to issues of policy related to their own professional interests.

NURSG 589

**Individualized Study**

1 to 6 Credit Hours

This course is an intensive individual study of a topic related to the nursing profession. Specific goals are reviewed and agreed upon by the student, the student's advisor, and the instructor involved. A written contract is developed. A final written report of the study is required.

NURSG 605

**Administrative Leadership I**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-545, C: NURGP-605 (RQ)

This is the first of three didactic-practicum dyads in the Executive Leadership track. This course emphasizes leadership and managerial skills as well as organizational assessment as the foundation for advanced nursing practices in complex or integrated health care systems. Theoretical content includes theories of leadership, management, and motivation; and principles of quality management, continuous quality improvement, risk management, and patient and employee safety. Frameworks for organizational assessment, program planning, and program evaluation are explored. Learning experiences serve as the basis for organizational assessment and development of project-based interventions to promote the functions of the organization. NOTE: Students registered for NURSG 605 must also register for NURGP 605 in order to complete the course requirements and receive credit for this course.

NURSG 606

**Administrative Leadership II**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-605 NURGP-605, C: NURGP-606 (RQ)

This is the second didactic-practicum dyad in the Executive Leadership track. Course content focuses on the leadership role of advanced nursing, administrative practice in developing, implementing, and evaluating initiatives to manage and improve organizational practices and outcomes. Students acquire skills in program planning and evaluation for health improvement and outcomes research, especially quality improvement, change management, and human resources management. NOTE: Students registered for NURSG 606 must also register for NURGP 606 in order to complete the course requirements and receive credit for this course.

NURSG 607

**Administrative Leadership Capstone**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-606 NURGP-606, C: NURGP-607 (RQ)

This is the final didactic-practicum dyad in the Executive Leadership track. This course is an applied capstone experience at the end of each student's program of study and provides an opportunity for the student to gain experience in a particular area of administrative leadership interest. NOTE: Students registered for NURSG 607 must also register for NURGP 607 in order to complete the course requirements and receive credit for this course.

NURSG 608

**Nurse Educator Role**

2 Credit Hours

This is the first of four fieldwork courses specific to the Nurse Educator role. The course provides a foundation for the implementation of the role. Fieldwork experiences enable students to explore the NLN Competencies for the Academic Nurse Educator to understand the impact of the faculty role in the advancement of the nursing profession. Students will examine learning theory and conceptual frameworks. Foundational principles of the scholarship of teaching and roles and challenges for the nurse educator in traditional and non-traditional settings are explored. Students will analyze the political, institutional, social, and economic forces that impact the Nurse Educator role in the educational environment. (16 non-preceptored fieldwork hours are required)

NURSG 609

**Clinical Practice Specialty**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-608, C: NURGP-609 (RQ)

This is the first of three didactic-practicum dyads in the Nurse Educator track. The didactic course focuses on roles and responsibilities that are applicable to advanced clinical practice in any setting, for example, evidence-based practice, consulting on complex patients, and teaching and interprofessional collaboration. Online discussion seminars provide opportunities for Nurse Educator students, faculty and clinical preceptors to discuss issues and assess experience related to implementation of this role. NOTE: Students registered for NURSG 609 must also register for NURGP 609 in order to complete the course requirements and receive credit for this course.

NURSG 610

**Learning Principles and Instructional Methods for the Adult Learner**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-608, C: NURGP-610 (RQ)

This is the second of three didactic-practicum dyads specific to the Nurse Educator role. Basic principles of curriculum design and formulation of program outcomes are introduced. The focus is on course planning, with emphasis on evidence-based educational strategies and learning activities that facilitate learning in a variety of settings. Online seminar activities assist the NE student to apply theoretical principles and specific teaching-learning strategies in clinical, simulation, online and classroom instructional situations. A particular focus is effective communication between teacher and learner and sensitivity to varying needs of learners based on culture, disabilities, and educational background. Integration of core professional nursing values and the core concepts of clinical decision-making, communication, and cultural competence into the curricular plan are discussed. NOTE: Students registered for NURSG 610 must also register for NURGP 610 in order to complete the course requirements and receive credit for this course.

## NURSG 611

**Nurse Educator Capstone**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-610 NURGP-610, C:  
NURGP-611 (RQ)

This is one of three didactic-practicum dyads specific to the Nurse Educator role. This course focuses on the development of skills in assessment and evaluation strategies as applied to course and program learning outcomes. Evidence-based practices for evaluation of learning in both classroom and clinical settings are analyzed and applied. Ethical and legal implications of classroom and clinical evaluation are explored.

NOTE: Students registered for NURSG 611 must also register for NURGP 611 in order to complete the course requirements and receive credit for this course.

## NURSG 612

**Clinical Leader Immersion I**

1 Credit Hour

*Pre/Corequisite:* P (RQ) NURSG-524 NURGP-524, C:  
NURGP-612 (RQ)

This is the second didactic-practicum dyad in the Clinical Leader track. Students enhance skills in advocacy and leadership for reforming a health care delivery system while putting best practices into action. Periodic seminars provide opportunities for CL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. NOTE: Students registered for NURSG 612 must also register for NURGP 612 in order to complete the course requirements and receive credit for this course.

## NURSG 614

**Clinical Leader Immersion II**

1 Credit Hour

*Pre/Corequisite:* P (RQ) NURSG-612 NURGP-612, C:  
NURGP-614 (RQ)

This is the third didactic-practicum dyad in the Clinical Leader track. Students refine the skills necessary to implement roles of the clinical leader in a specific health care delivery system. Periodic seminars provide opportunities for CL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. NOTE: Students registered for NURSG 614 must also register for NURGP 614 in order to complete the course requirements and receive credit for this course.