The KU School of Nursing’s baccalaureate and master’s programs are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, D.C. 20036, (202) 887-6791. They are also approved by the Kansas State Board of Nursing.
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Academic programs at the University of Kansas Medical Center are offered through the Schools of Allied Health, Medicine, and Nursing. The Office of the Dean of Graduate Studies at KUMC handles matters related to graduate programs in Allied Health, Medicine, and Nursing.

Basic admission requirements are listed in the General Information chapter of this catalog. Individual graduate programs have specific requirements including prerequisite undergraduate courses. These are listed or referenced in program descriptions. Combined degree options are available.

The School of Nursing offers the following graduate degrees:
- Master of Science in Nursing
- Post-Master’s Certificate Programs
- Doctor of Nursing Practice
- Doctor of Philosophy

For online information about graduate programs, see www2.kumc.edu/son.

Graduate Studies
KUMC Graduate Studies sponsors a number of interdisciplinary courses as well as courses in English as a second language. See the Graduate Studies chapter of this catalog.

Master of Science in Nursing

Admission
Regular admission to the Master of Science in Nursing program requires completion of a nationally accredited baccalaureate program in nursing, a course in physical assessment, a basic graduate-level statistics course, an undergraduate average of B or above, licensure as a registered nurse in one state, and one year of work experience. Applicants are considered on an individual basis. Students who do not meet the grade-point requirement for regular admission status may be considered for admission through special admission categories.

M.S. Degree Requirements
The M.S. in Nursing requires completion of an approved curriculum with a grade-point average of B or above, a written thesis or project, and a general oral examination. The program enlarges the focus of nursing, using as its foundation the basic baccalaureate nursing program. The program’s goals are directed toward educating the clinical nurse specialist, the nurse practitioner, the nurse midwife, and the nurse leader.

The advanced-practice nursing major prepares the nurse for clinical nurse specialist or nurse practitioner positions. The clinical nurse specialist track includes adult/gerontological nursing. It prepares nurses to perform in the expanded role of caring for a particular kind of patient/client or to function in a particular kind of setting. The nurse practitioner track prepares nurses to provide primary health care to clients and families across the life span. Family nurse practitioner, adult/gerontological nurse practitioner, and psychiatric/mental health nurse practitioner tracks are available. The nurse practitioner is prepared to provide primary health care in a variety of settings.

The nurse midwife major focuses on the care and management of well-women’s primary and reproductive health care needs throughout the life span.

The leadership major includes tracks in organizational leadership, public health nursing, clinical research management, and health care informatics. The organizational leadership track prepares nurses to assume leadership positions in hospitals and other health agencies. The public health track prepares nurses to develop advanced community-based interventions and determine outcomes with emphasis on health promotion and disease prevention strategies for a targeted population. The clinical research management track prepares the nurse to plan and implement clinical research trials. The health care informatics track prepares the nurse with skills in analysis, design, implementation and evaluation of information systems that support a full range of clinical and patient care functions.

Post-master’s certificate programs include Family Nurse Practitioner, Health Care Informatics, Health Professions Educator, Nurse Midwifery, Organizational Leadership, Psychiatric Mental Health, Clinical Research Management, and Public Health Nursing. Additional content areas are being developed as post-master’s certificates.

Students in the leadership major may choose one of two joint degree options. Students may combine the Master of Science in nursing (organizational leadership) with the Master of Health Services Administration or the Master of Science in nursing (public health nursing) with the Master of Public Health. By combining some course work, the two degrees may be completed in fewer hours than if they were pursued independently.

Program Components. All majors present a theoretical base, part of which is held in common and included in courses completed by all master’s students. The theoretical base specific to each major is included in the major courses and accompanied by clinical or practical experience that allows the student to apply the theory in a health care setting.

The M.S. in nursing curriculum has four major components. These are the common core, advanced-practice or leadership core,

The leadership major in the M.S. program includes tracks in organizational leadership, public health nursing, clinical research management, and health care informatics.

See pages 12-13 for admission procedures.
research, and clinical or functional specialization segments. Forty-five credit hours are required for the clinical nurse specialist track, 45 to 48 hours for the nurse practitioner track, 46 for the nurse midwife track, and 37 hours for each track in the leadership major.

**Common Core.** Common core nursing courses provide the core knowledge and skills essential to the nurse practicing in any advanced area of nursing. Courses in this area are NRSG 748, NRSG 754, and NRSG 755.

**Advanced-Practice Core.** Advanced-practice core courses provide the basis for expert clinical patient care. Courses in this category are NRSG 731, NRSG 806, NRSG 809, NRSG 810, NRSG 812, and NRSG 813.

**Leadership Core.** Courses provide the theoretical basis for the organizational leadership track, the public health nursing track, the clinical research management track, and the health care informatics track. Courses in this category are NRSG 808, NRSG 820, NRSG 880, NRSG 885, and NRSG 826.

**Research.** Research courses focus on the ability of the nurse to understand and use research and to participate in the development of new knowledge in nursing and health care. Courses in this category are NRSG 754, NRSG 898, or NRSG 899.

**Clinical/Functional Specialization.** Courses in this category provide the information necessary for advanced practice. The student may choose clinical nurse specialist, nurse practitioner, nurse midwife, or leadership tracks (organizational leadership, public health nursing, clinical research management, or health care informatics).

**Advanced-Practice Nursing Core Tracks.** Courses for the clinical nurse specialist track and nurse practitioner track can be identified by their titles.

**Nurse Midwife.** Courses can be identified by their titles.

**Leadership.** Courses for Organizational Leadership are NRSG 881, NRSG 883, NRSG 884, NRSG 886, and HP&M 814. Courses for Public Health Nursing are NRSG 809, NRSG 827/NRSG 828, NRSG 829, and PRVM 800 and PRVM 830. Courses for Clinical Research Management are NRSG 823, NRSG 824, NRSG 825, and NRSG 833. Courses for Health Care Informatics are NRSG 853, NRSG 854, NRSG 855, NRSG 856, and NRSG 858.

**Thesis/Project Option.** The student may choose to complete a thesis for 6 credit hours or to complete a project for 2 credit hours. The project involves applying aspects of the research process to the student’s area of nursing practice. A number of options are available for the project. Both thesis and project involve a formal paper and an oral examination covering the area of study.

**Flexible Scheduling.** The majority of students in the M.S. program are part-time students. Most of these students are employed full time. Therefore, many courses are offered online. In addition, most on-campus classes are scheduled to accommodate employed students. These flexible schedules allow students to combine graduate study with work responsibilities. In addition, selected students who are registered nurses can pursue the baccalaureate degree and the master’s degree in nursing by taking some courses concurrently in the undergraduate and graduate programs.

**Doctor of Nursing Practice**

The Doctor of Nursing Practice degree prepares advanced-practice nurses at the highest level of nursing practice. The D.N.P. offers sophisticated, cutting-edge experiences that help nurses actively engage in a complex, dynamic, and demanding health care field. Skills in collaboration, innovation, and evaluation, complemented by advanced-practice nursing skills, prepare nurses to shape the future of health care. Advanced-practice nurses provide patient-centered care that is evidence-based, contribute to the development of evidence-based practice, and pursue leadership roles in a variety of health care and educational settings.

**Specialty Tracks**

The KU School of Nursing D.N.P. offers nurses a variety of specialty tracks in two majors:

**Advanced-Practice Majors**

- Adult/Gerontological Clinical Nurse Specialist
- Adult/Gerontological Nurse Practitioner
- Family Nurse Practitioner
- Certified Nurse Midwife
- Certified Nurse Anesthetist
- Psychiatric/Mental Health Nurse Practitioner
- Nurse Anesthesia

**Leadership Majors**

- Health Care Informatics
- Organizational Leadership
- Public Health

**Entry Options**

For the 2009-10 and perhaps the 2010-11 academic years, the KU School of Nursing D.N.P. is a post-master’s-only program.

**Post-Master’s D.N.P. Program Admission Criteria**

1. Completion of a master’s degree in nursing from a nationally accredited program.
2. Preference is given to applicants with 3.25 grade-point averages in the master’s program; the minimum grade-point average in the master’s program to be considered is 3.0.
3. Potential for leadership and application of scholarship in nursing.
4. Potential to provide expert advanced clinical care.
5. National certification in specialty area (if available).
6. In the case of international students, Test of English as a Foreign Language or International English Language Testing System scores are considered.

**Post-Baccalaureate D.N.P. Program Admission Criteria**

(possibly beginning fall 2010)

1. Completion of a B.S.N. from a nationally accredited program.
2. Preference is given to applicants with 3.5 grade-point averages in the B.S.N. program; the minimum grade-point average in the B.S.N. program to be considered is 3.0.
3. Potential for leadership and application of scholarship in nursing.
4. Potential to provide expert advanced clinical care.
5. In the case of international students, Test of English as a Foreign Language or International English Language Testing System scores are considered.

**Admission Process**

The application deadline is March 1 for fall semester. Applications for spring and summer admission are considered on a space-available basis. See the KU School of Nursing Web site for the fee.
The admissions committee of the School of Nursing reviews application materials. Specialty area faculty may request an interview with a student.

Curriculum

The post-baccalaureate D.N.P. program requires the following:
- Seventeen to 20 credit hours of common core courses;
- Six credit hours of capstone project; and
- Forty-six to 54 credit hours of advanced-practice or leadership core courses and specialty/practica courses.

Total required program credit hours vary from 72 to 77, depending on the specialization.

The post-master’s D.N.P. program requires the following:
- Nine to 11 credit hours of common core courses;
- Six credit hours of capstone project; and
- Fifteen to 18 credit hours of specialty courses.

A total of 32 to 33 credit hours is required for the post-master’s D.N.P., depending on the specialization.

For further information, see the School of Nursing Web site, www2.kumc.edu/son/academicinformation/dnp.htm and www2.kumc.edu/son (Student resources/D.N.P. student resources).

Doctor of Philosophy in Nursing

The Ph.D. program prepares graduates to function in faculty positions in college and university settings; to conduct independent research and scholarly endeavors in nursing; to generate and expand the theoretical, empirical, and philosophical bases for nursing practice; and to provide leadership to the profession and interpret nursing to society. Students have opportunities to expand their theoretical knowledge and research skills in a minor area, to develop expertise in nursing theory development, to expand research skills, and to gain a historical and philosophical perspective that broadens their professional orientation and provides a basis for understanding changing social expectations, cultural perspectives, and economic and political trends.

Program Options

The doctoral program is offered in two formats: in the classroom and online. Students can choose the format that best meets their needs and learning styles. There must be a sufficient number of students in a format for it to be offered each year.

Students can apply to the doctoral program after completing the master’s degree in nursing or after completing the baccalaureate degree with a major in nursing. The post-baccalaureate entry option is for exceptionally well-qualified B.S.N. graduates whose career goals are research oriented and who wish to progress as rapidly as possible toward the doctorate in nursing.

Admission Criteria

Post-Master’s Option

1. Completion of a master’s degree in nursing from a nationally accredited program is required. Prerequisite preparation must include the following courses:
   - Basic Statistics—3 credit hours
   - Analysis of Variance—3 credit hours

2. Preference is given to students with 3.25 grade-point averages for the master’s degree in nursing.

3. Required Graduate Record Examination scores are 1,000 on the verbal and quantitative sections and at least 5 on the analytical writing section (or a score of 1,500 on the three-part GRE, if taken before October 2002).

4. Potential for leadership and scholarship in nursing should be demonstrated.

Post-Baccalaureate Option

1. Completion of a baccalaureate degree in nursing from a nationally accredited program is required.

2. Satisfactory completion of the following courses:
   - Basic Statistics—3 credit hours
   - Analysis of Variance—3 credit hours

3. A cumulative grade-point average of 3.5 on a 4.0 scale.

4. Required Graduate Record Examination scores are 1,000 on the verbal and quantitative sections and at least 5 on the analytical writing section (or a score of 1,500 on the three-part GRE, if taken before October 2002).

5. Potential for leadership and scholarship in nursing should be demonstrated.

Applicants who do not meet the admission criteria are considered on an individual basis.

Course Requirements

Major: Nursing. The nursing portion of the doctoral program has three major components: theory, empirics, and leadership. A total of 50 hours of course work is required.

Theory (6 hours)
- NRSG 940 Knowledge and Theory Development in Nursing Science .......... 3
- NRSG 942 Theory Application in Nursing Science ................................. 3

Empirics (14 hours)
- NRSG 943 Methods for Quantitative Research ........................................ 3
- NRSG 944 Quantitative Research Application ......................................... 3
- NRSG 946 Measurement Principles and Practice .................................... 3
- NRSG 902 Methods for Qualitative Research ......................................... 3
- NRSG 947 Qualitative Research Application ........................................... 3

Leadership (13 hours)
- NRSG 935 Professionalism and Scholarship Workshop ............................ 1
- NRSG 938 Informatics and Technology Applications .............................. 2
- NRSG 941 Preparing for Doctoral Leadership ........................................ 3
- NRSG 945 Synthesis Workshop I ......................................................... 3
- NRSG 877 Foundations in Education and Learning ................................. 3
- NRSG 948 Advancing Organizational and Clinical Quality ..................... 2
- NRSG 949 Synthesis Workshop II .......................................................... 1

Minor. This includes 11 hours of courses in the student’s area of choice. These courses also must support the student’s research. Examples are American studies, anatomy, anthropology, biochemistry, business, child development, communication, economics, education, history, pathology, pharmacology, philosophy, physiology, political science, psychology, sociology, or any other graduate area offered by KU.

Support Courses. This area requires these courses:

Statistics (6 hours)
- Regression Analysis ............................................................................ 3
- Multivariate Analysis ........................................................................... 3

Dissertation. Each student must complete a study that shows the planning, conduct, and results of original research. See Doctoral Degree Requirements, Dissertation, in the General Information chapter of this catalog. The minimum number of post-comprehensive dissertation credit hours is 15.

KU’s nurse midwifery graduate program is ranked ninth in the nation among public universities, according to U.S. News & World Report’s “America’s Best Graduate Schools” rankings for 2009. KU’s master’s program in nursing ranked 28th in the nation in 2009.
The program also requires foreign language or research skills competence, satisfactory completion of two qualifying examinations, satisfactory completion of a comprehensive oral examination, and dissertation defense.

Post-Baccalaureate Entry Option. Students in the post-baccalaureate entry option complete a minimum of 71 credit hours, including dissertation. Students do not earn a master’s degree. However, students who want a clinical focus for research may develop the program around an advanced-practice focus and seek Advanced Registered Nurse Practitioner status. In addition to the course options above, the following are required:

**Empirics**

NRSG 754 Health Care Research

Theory

NRSG 748 Theories for Practice and Research: Individual, Family, and Community 3

NRSG 754 Health Care Research

NRSG 754 Health Care Research (3). Methods for analyzing and conducting research to develop qualitative or quantitative findings for use in practice. This course is designed to develop the clinical nurse leader’s role in designing solutions to systems and/or aggregate client problems. Students in this course will learn and apply research findings to clinical practice and develop clinical research questions including protocol design and the factors associated with success. Students will focus on how to apply for funding (grantsmanship), critical appraisal of research, and the human experience of clients in the research setting. Students will learn how to develop clinical research questions including protocol design and the factors associated with success. Students will learn how to apply for funding (grantsmanship), critical appraisal of research, and the human experience of clients in the research setting.

NRSG 754 Health Care Research (3). Methods for analyzing and conducting research to develop qualitative or quantitative findings for use in practice. This course is designed to develop the clinical nurse leader’s role in designing solutions to systems and/or aggregate client problems. Students in this course will learn and apply research findings to clinical practice and develop clinical research questions including protocol design and the factors associated with success. Students will focus on how to apply for funding (grantsmanship), critical appraisal of research, and the human experience of clients in the research setting.

NRSG 754 Health Care Research (3). Methods for analyzing and conducting research to develop qualitative or quantitative findings for use in practice. This course is designed to develop the clinical nurse leader’s role in designing solutions to systems and/or aggregate client problems. Students in this course will learn and apply research findings to clinical practice and develop clinical research questions including protocol design and the factors associated with success. Students will focus on how to apply for funding (grantsmanship), critical appraisal of research, and the human experience of clients in the research setting.
risk for genetic disorders is emphasized through the use of case studies. Ethical, legal, and regulatory issues related to practice and current care delivery across the lifespan are addressed. Prerequisites(s)/Corequisites(s): Must be enrolled in Graduate Nursing Program, or consent of instructor. LEC

NRSG 808 The Social Context for Health Care Policy (2). Using a local/single site, or a community approach to health care, and an interdisciplinary perspective, strategies and protocols to manage complex patient problems, in urban and rural patients, are explored. Factors such as age appropriate content related to the disease process of diabetes, preventive measures, complications, pharmacologic, technologic, lifestyle interventions and self-management techniques based on current evidence are presented and analyzed in relation to care of persons with diabetes across age groups and in different community settings. Emphasis is on complex health problems seen in individuals and families throughout the life span are discussed. Special emphasis is placed on the cardiovascular, pulmonary, and neurological systems and their relation to the assessment and monitoring practices of the health care provider. Prerequisite: Permission of instructor. LEC

NRSA 820 Organizational Communication and Program Planning (2). Advanced communication skills necessary to inform, guide, and persuade clients, health care providers, payers, and other publics are discussed. Special emphasis is placed on teamwork, collaboration, and program management. Means of using evolving information technologies to improve care delivery and to ensure quality outcomes are presented. The course will use the cardiovascular, pulmonary, and neurological systems and their relation to the assessment and monitoring practices of the health care provider. Prerequisite: Permission of instructor. LEC

NRSG 815 Primary Care I Practicum: Management of Common Health Problems Throughout the Life Span (3). Opportunities to develop beginning skills as an advance practice nurse in a primary care setting are provided. Emphasis is on assessment, decision making, and management of clients/client systems of all ages/stages who are experiencing common health problems. Internal and external environmental factors as well as particular client populations (vulnerable and at-risk groups) are addressed. Prerequisite: NRSG 814. LEC

NRSG 816 Primary Care II: Management of Complex Health Problems Throughout the Life Span (3). Complex health problems seen in individuals and families throughout the life span are discussed in this second sequential course. Applications of current research and theory based interventions appropriate for protocol management of clients managed by advanced practice nurses are emphasized. Strategies to manage common health problems, in urban and rural patients, are explored. Interventions to restore individual and family level of pre-illness health, and positive lifestyle behaviors are addressed. Prerequisite: NRSG 814 and NRSG 815. Prerequisite(s) or Corequisite(s): NRSG 814 and NRSG 815. LEC

NRSG 817 Primary Care II Practicum: Management of Complex Health Problems Throughout the Life Span (4). Opportunities to develop intermediate skills as advanced practice nurses in primary care settings is provided. Emphasis is on assessment, decision making, and management of clients/client systems of all ages/stages who are experiencing complex health problems. Internal and external environmental factors as well as particular client populations (vulnerable and at-risk groups) are addressed. Prerequisite: NRSG 814. LEC

NRSG 819 Advanced Pathophysiologic Assessment (3). Systems approach to advanced physical assessment, pathophysiology, principles of hemodynamic monitoring, electrophysiography, pulmonary artery monitoring and neuromonitoring of the healthy adult and/or surgical patients. Emphasis will be placed on the cardiovascular, pulmonary, and neurological systems and their relation to the assessment and monitoring practices of the health care provider. Prerequisite: Permission of instructor. LEC

NRSG 820 Topical Concepts in Community Health Nursing: Health Promotion in the Community (1-5). Investigation of special health issues or problems relevant to appropriate client systems in community health nursing. Prerequisite(s): One graduate clinical course and effective communication skills as evidenced by successful performance in prior courses. Prerequisite(s)/Corequisite(s): Must be enrolled in Graduate Nursing Program, or consent of instructor. SEM

NRSG 822 Topics in Community Health Nursing: Health Promotion in the Community (1-5). Investigation of special health issues or problems relevant to appropriate client systems in community health nursing. Prerequisite(s): One graduate clinical course and effective communication skills as evidenced by successful performance in prior courses. Prerequisite(s)/Corequisite(s): Must be enrolled in Graduate Nursing Program, or consent of instructor. LEC

NRSG 824 Research Clinical Trial Management: During Study Activities (3). This course provides an introduction to the research clinical trial manager role and provides in-depth knowledge of Pre-Clinical Trials Study activities. Regulatory, administrative, and ethical issues are addressed, as well as the daily operational requirements (study design, financial aspects, protocols, hiring of personnel, subject recruitment, etc.) to begin a study. Included is the development of training skills for the Clinical Trial manager for critiquing sample protocols and for assessing adequate resources for implementation of protocol. Prerequisite(s): RN Licensure, graduate level, or consent of instructor. LEC

NRSG 825 Research Clinical Trial Management: Post-Study Activities (3). This course provides an introduction to the research clinical trial manager role and provides in-depth knowledge of During-Clinical Trial Study activities. The process of conducting the ‘day-to-day’ operations of a research study; subject recruitment, data collecting forms and documenting subjects’ responses to the interventions, auditing and budget monitoring, ethical and liability issues that occur during the study, etc. will be addressed. Included is the development of training skills for the Clinical Trial Manager that is involved in conducting the ‘day-to-day’ operations of the research study. Prerequisite(s): NRSG 824, or consent of instructor. LEC

NRSG 827 Advanced Concepts, Public Health Nursing (2). Public health is addressed throughout the course to abstract this issue into a social policy context. The course provides an introduction to the research clinical trial manager role and provides in-depth knowledge of the research clinical trial manager role and provides in-depth knowledge of Pre-Clinical Trials Study activities. Regulatory, administrative, and ethical issues are addressed, as well as the daily operational requirements (study design, financial aspects, protocols, hiring of personnel, subject recruitment, etc.) to begin a study. Included is the development of training skills for the Clinical Trial manager for critiquing sample protocols and for assessing adequate resources for implementation of protocol. Prerequisite(s): RN Licensure, graduate level, or consent of instructor. LEC

NRSG 828 Cultural Competence (2). Cultural competence is integrated into the collaboration, development, and implementation of health care programs at the local, national, and international level. Frameworks that emphasize the meanings of health and health care; prevention and management; and related ethical, economic, and social justice concerns are presented. Emphasis is placed on the cardiovascular, pulmonary, and neurological systems and their relation to the assessment and monitoring practices of the health care provider.
exploring, prioritizing and planning interventions for public health concerns. Ulti- mately, a primary goal is to develop students to the level of competence expected in NRSG 754, NRSG 808, PRVM 800 or consent of instructor. Corequisite: NRSG 828 LEC

NRSG 828 Public Health Nursing: Practicum I (3). Students are provided with an opportunity to explore advanced practice roles within the context of public health needs. Based on each client’s goals and health-related needs, an identified population are assessed, analyzed, and synthesized; and a plan of action is proposed. Corequisite: NRSG 827 or consent of instructor. LEC

NRSG 829 Public Health Practicum (3). Students will complete an intensive practice experience, assessing a community’s public health needs. (Same as PRVM 891) Prerequi- site: NRSG 827 or permission of instructor. LEC

NRSG 830 Care of Women in the Antepartal Period (2). Care during the antepartal period in healthy pregnant women is presented and analyzed. Strategies focusing on risk reduction and early identification of deviation from normal in this client system are examined. Emphasis is placed on advanced provision models. Various psychological theories are described. Biopsychosocial and cultural aspects of pregnancy within the family structure environment are applied. Concepts of research, ethics, legal and pol- itical issues, nutrition, pharmacotherapeutics, health promotion, and selected high-risk deviation from normal are included. Prerequisite: NRSG 809, NRSG 810, NRSG 812, NRSG 813, or consent of instructor. Corequisite: NRSG 831. LEC

NRSG 831 Care of Women in the Antepartal Period Practicum (2). This clinical practicum centers on competencies for management of pregnant women and fam- ily client systems in various environments. Health promotion and risk reductions in pregnant women are emphasized. Management experiences in the advanced practice role include antepartal risk-assessment, collaboration, co-management, and referral are addressed. Emphasis is placed on determining normal and abnormal deviations within the family system. Professional values that include standards of practice, certification, cultural, legal and ethical issues, and professional roles will be addressed. During the early new-born period. Prerequisite or Corequisite: NRSG 830 or consent of instructor. LEC

NRSG 833 Managing Clinical Research Projects (3). This course is designed to help nurses develop in-depth knowledge of good clinical practices and federal regulat- ions, as well as develop the strongest foundation for the management of clinical re- search. Regulatory, administrative, and ethical issues will be presented as well as the daily operational requirements of managing a clinical research office. Completion of this course prepares for clinical research examination. Prerequisite(s): RN licensure, graduate level, or consent of instructor. LEC

NRSG 834 Nurse Midwifery in Women’s Health Care Practicum (2). The nurse-midwifery management process is applied. Development of beginning competencies for promotion clinical nurse-midwifery management of well women clients systems seeking gynecologic, contraceptive, health promotion, and maintenance services are included. Nurse-midwifery students experience delivery of care in in- dependent practice environments as well as collaboration, co-management, and referral with services. Prerequisite: NRSG 830 or consent of instructor. Corequisite: NRSG 835 or consent of instructor LEC

NRSG 835 Primary Women’s Health Care Across the Life Span (3). Psychological, sociological, and physiological issues of health and human functioning of the fe- male client system are examined. Emphasis is placed on theory and research of the therapeutic management of acute, episodic, and chronic conditions that occur in community based women and their families will be planned. Professional values including standards of practice, certification, cultural, legal and ethical issues, and professional roles will be addressed. The health care delivery system is ana- lyzed for cost effectiveness and sensitivity to women. Corequisite: NRSG 815, NRSG 817, NRSG 834, or consent of instructor. LEC

NRSG 836 Nurse Midwifery in the Intrapartal and Post Partum Period (3). Nurse-mid- wifery care of uncomplicated mother/infant client systems through the intrapartal, postpartal, and neonatal period are presented and analyzed. Intrapartal and Postpar- tal complications and emergency events are addressed. Complementary practice models demonstrating various management modalities are described. Concepts of re- search, ethics, legal and political issues, nutrition, pharmacotherapeutics, health pro- motion, and selected high-risk deviation from normal are included. Prerequisite: NRSG 830 or consent of instructor. Prerequisite or Corequisite: NRSG 832 LEC

NRSG 837 Nurse Midwifery in the Intrapartal and Postpartal Period Practicum (2). Complementary practice models are described and are observed and evaluated in practice for low risk healthy women during labor, birth and, postpartum are demonstr- ated. The development of a skill base for intrapartal emergences is addressed. Nurse- midwifery students will provide care to the role of care provider during normal labor and delivery postpartum and in collaboration, co-management, and refer- ral when medically necessary. Corequisite: NRSG 836 or consent of instructor. LEC

NRSG 838 Primary Care of Women Through the Life Span Practicum (1-2). This practicum is designed to provide competencies in primary care with a focus of gynecologic care. Primary care practitioners will be assessed on their knowledge of the role of care provider for an identified population being assessed and analyzed, and a plan is proposed. Corequisite: PRSA 835 or consent of instructor. LEC

NRSA 840 Care of Women Integration Practicum (4). The theoretical, clinical and role components of care as delivered by the advanced practice student are implemented through an intensive supervised clinical practicum. Advanced professional clinical skills and advanced professional judgment are required. Students will provide care for preconception to postpartal care. Prerequisite: NRSG 754, RN, PRVM 800 or consent of instructor. Corequisite: NRSG 828 LEC

NRSG 842 Topics in Mental Health Nursing (1-5). Investigation of special issues or problems relevant to selected client systems in mental health nursing. Prerequisite: One graduate course in mental health nursing or consent of instructor. LEC

NRSG 844 Psychiatric Assessment for Advanced Nursing Practice (2). Advanced practice nurse will practice a role in collaboration, co-management, and referral when medically neces- sary. Prerequisite: Consent of instructor. LEC

NRSG 845 Psychiatric Mental Health Nursing: Short-Term Illness (3). Short-term mental health problems (e.g., crises and grief reactions) and psychiatric disorders (e.g., anxiety and mood and anxiety disorders) and their pharmacotherapeutic management are empha- sized. Prerequisite or Corequisite: NRSG 810 or consent of instructor. LEC

NRSG 846 Psychiatric Mental Health Nursing: Chronic Illness, (3). Individual, family, and group client systems with chronic and complex alterations in psychological functioning are managed over time. Selected theoretical frameworks (such as biobehavioral, including psychopharmacological interventions, rehabilitation, and psychoeducation frameworks are used in examining factors that contribute to the management of internal and external environment. Likewise, these frameworks and research outcomes related to rehabilita- tion goals are considered in implementing the advanced practice role. Prerequisite or Corequisite: NRSG 748, Theory and Practice of Advanced Nursing Science; or consent of instructor. LEC

NRSG 847 Psychiatric Mental Health Nursing: Chronic Illness, (3). Individual, family, and group client systems with chronic and complex alterations in psychological functioning are managed over time. Selected theoretical frameworks (such as biobehavioral, including psychopharmacological interventions, rehabilitation, and psychoeducation frameworks are used in examining factors that contribute to the management of internal and external environment. Likewise, these frameworks and research outcomes related to rehabilita- tion goals are considered in implementing the advanced practice role. Prerequisite or Corequisite: NRSG 748, Theory and Practice of Advanced Nursing Science; or consent of instructor. LEC

NRSG 848 Psychiatric Mental Health Nursing: Final Practicum (3-5). The integra- tion of the psychiatric mental health advanced practice nursing role is implemented. Students have opportunities to nurse-diagnosis, reasoned nursing actions, and psychopharmac- ical interventions, interdisciplinary treatment plans, psychoeducation, consultation, referral, and research findings in the evaluation and management of culturally di- verse clients from different age groups. The client system for this preceptorship in- cludes individuals, groups, and families. Emphasis is on prevention of illness, stabi- lization of the client system, minimization of complications, and promotion of opti- mal level of health through interdisciplinary collaboration. Prerequisite: NRSG 845 Psychiatric Mental Health Nursing: Short-Term Illness, NRSG 847 Psychiatric Mental Health Nursing: Chronic Illness, or consent of instructor. LEC

NRSG 849 Psychiatric Mental Health Nursing: Care of Children and Adolescents (3). This is an advanced course in child and adolescent development for those indi- viduals who desire to gain greater knowledge and depth in the complex issues of mental health issues in children, adolescents and their families. Acute, short term mental health problems and ongoing psychiatric disorders whose onset are in childhood and adolescence are addressed. Emphasis is placed on theory based on care for the client system, symptomatic and behavior change in this population will be em- phasized. Professional values that include standards of practice, certification, cultural, legal and ethical issues regarding this population from the advanced practice role will be emphasized. Prerequisite or Corequisite: NRSG 810, NRSG 812, or consent of instructor. LEC

NRSG 850 Psychiatric Mental Health Nursing Care of Children and Adolescents (5). This is an advanced course in child and adolescent development for those indi- viduals who desire to gain greater knowledge and depth in the complex issues of mental health issues in children, adolescents and their families. Acute, short term mental health problems and ongoing psychiatric disorders whose onset are in childhood and adolescence are addressed. Emphasis is placed on theory based on care for the client system, symptomatic and behavior change in this population will be em- phasized. Professional values that include standards of practice, certification, cultural, legal and ethical issues regarding this population from the advanced practice role will be emphasized. Prerequisite or Corequisite: NRSG 810, NRSG 812, or consent of instructor. LEC

NRSG 851 Psychopharmacology for Advanced Nursing Practice (3). Understanding of the neuron, neurotransmitter and receptor functioning as the basis for psychopharma- cotherapy is emphasized in developing the knowledge for prescribing and monitor-
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NRSG 864 Adult/Gerontological Health Care I: Practicum—NP (3). Assessment of adults across the life span and the management of acute and chronic health problems are executed in consultation with the appropriate provider. Opportunities to manage pharmacological and medical therapeutics will be provided. The major classifications of psychotropic medications, acute and chronic care management based on theory and research are applied in a variety of community and institutional practice settings. Emphasis is on health promotion and maintenance for culturally diverse adult individuals and families. Coordination of services and collaboration with interdisciplinary teams for comprehensive care are integrated throughout the course. Prerequisite: NRSG 748, NRSG 862, or consent of instructor. Corequisite: NRSG 866 or NRSG 867.LEC

NRSG 866 Adult/Gerontological Health Care II: Practicum—CN (4). Management of adults across the life span and the management of common acute and chronic health problems are executed in collaboration with the appropriate provider. Opportunities to manage pharmacological and medical therapeutics will be provided. The major classifications of psychotropic medications, acute and chronic care management based on theory and research are applied in a variety of community and institutional practice settings. Emphasis is on health promotion and maintenance for culturally diverse adult individuals and families. Coordination of services and collaboration with interdisciplinary teams for comprehensive care are integrated throughout the course. Prerequisite: NRSG 748, NRSG 862, or consent of instructor. Corequisite: NRSG 866 or NRSG 867. LEC

NRSG 870 Designing a Student Learning Environment (3). The roles of both the educator and student in designing a learning environment provide the framework for analyzing pedagogical philosophies, theories, ethical, legal, and financial issues, and research related to teaching strategies and education. The focus is on best practices and research-based strategies to promote various learning styles and create an active learning environment that increases student retention and learning success for diverse multicultural student populations. Attention will be given to the relationship between the setting, methodologies of clinical teaching, and the assessment of competencies. Prerequisite: NRSG 748, NRSG 754, or consent of instructor. LEC

NRSG 871 Curriculum/Program Planning and Evaluation (3). Philosophies, methods, and processes of curriculum and instruction in nursing education provide the framework for curricular and program planning. Theories, models, and frameworks for decision-making, research, and evaluation methods that create a learner-centered environment. Attention is given to frameworks for program evaluation, methods of data collection, and the development, evaluation, and revision of curricula. The influence of societal trends, and current health professions issues relevant to curriculum planning are addressed. Emphasis is on strategies for anticipating future societal needs and developing educational curriculum to meet those needs. Matters of diversity, work-force development, ethics/legal issues, and political climates are included. Prerequisite: NRSG 748, NRSG 754, or consent of instructor. LEC

NRSG 872 Topics in Nursing Education (1-5). Investigation of special issues or problems relevant to a selected client system in Adult Nursing or permission of the instructor. LEC

NRSG 873 Teaching with Technologies (3). Theories and trends that support the use of merging and emerging technologies for the enhancement of teaching and learning are explored. The focus is on assisting educators to gain skills in choosing appropriate instructional technologies in light of changing technologies, the environment context, financial-political issues, and the influence of those variables on technologies are examined. The evaluation and impact of current technology on the delivery of education are examined along with strategies for considering/anticipating future technologies to meet educational needs. LEC

ing psychotropic medications for clients diagnosed with psychiatric disorders. The major classifications of psychotropics, their acute and chronic care management based on theory and research are applied in a variety of community and institutional practice settings. Emphasis is on health promotion and maintenance for culturally diverse adult individuals and families. Coordination of services and collaboration with interdisciplinary teams for comprehensive care are integrated throughout the course. Prerequisite: NRSG 748, NRSG 862, or equivalent. Working knowledge of basic pharmacological principles of absorption, distribution, metabolism and excretion. LEC

NRSG 852 Topics in Pediatric Nursing (1-5). Investigation of special problems of a selected client system in pediatric nursing or consent of instructor. LEC

NRSG 853 Abstraction and Modeling of Health Care Information (3). Information systems, the development life cycle and the information systems development life cycle process are presented with emphasis on determination and analysis of information system requirements and system design that meet the identified health care information requirements. Object-oriented techniques to conceptualize and present models of information systems and various modeling methodologies will be introduced, including Unified Modeling Language and Unified Modeling Methodology, to facilitate process analysis and design proposal development. Prerequisites: NRSG 820 or consent of instructor. LEC

NRSG 854 Knowledge Management in Health Care (3). Knowledge management is the creation, communication, and leveraging of a health care organizations’ knowledge assets. Defining knowledge, describing the knowledge creation cycle, and the identification of the knowledge worker and his/her impact on the organization are discussed. Information technology and communities of practice are presented in a balanced approach supporting a systematic viewpoint of the knowledge management process. Knowledge management theory is enhanced with the performance of a knowledge audit and the development of knowledge management tools. Prerequisites: BUS 738, NRSG 820, or consent of instructor. LEC

NRSG 855 Information Sciences in Health Care I: Informatics (3). Information management and information sciences are examined. Physical and multidimensional functional assessments are emphasized as a basis for establishing differential diagnosis and planning effective therapeutic interventions. Coordination of services and collaboration with an interdisciplinary team for comprehensive care are integrated throughout the course. Prerequisite: NRSG 748, NRSG 862, or consent of instructor. Corequisite: NRSG 866 or NRSG 867. LEC
NRSN 874 Nurse Educator Preceptorship (3). The role components of the nurse educator are implemented with a preceptor in selected educational settings. Basic attributes are provided to utilize teaching and learning strategies, research findings, and evaluation methods with diverse students. Professional issues, educational trends, changing role of the educator, and self-assessment are incorporated in accompanying modules. Prerequisites: Concurrent. NRSN 870, NRSN 871, NRSN 873, or consent of instructor. LEC

NRSN 875 Women's Health: Adolescence and Young Adult (5). The role of the advanced practice nurse is examined in relation to environmental and age related factors that result in complex health problems in the young adult female and the childbearing family. Emphasizing theoretical concepts and research related to the care of women and families, assessment, planning, and interventions are designed, implemented, and evaluated. Methods for influencing health policy regarding resources for the management of health problems of the health care needs of women and her family are explored. Prerequisites or Corequisites: NRSN 752, NRSN 754, or consent of instructor. LEC

NRSN 877 Foundations in Education and Learning (3). Foundations and applications of education and evaluation strategies for teaching and learning in academic, clinical, and community settings. Structured experiences from a variety of sources are used to develop educational processes, products, and evaluation strategies. Students acquire knowledge to support professional development and application of advanced practice skills as educators. Students participate in educational experiences with diverse learners. Prerequisite: NRSN 870 Designing a Student Learning Environment, or Admission to the Doctoral Program, or consent of instructor. LEC

NRSN 878 Clinical Radiology for the Advanced Practice Nurse (2). A complexity science framework is used to present the basic and advanced technical aspects of radiological tests used in the care of adult and pediatric patients in the diagnostic workup of the etiology of the health problem. The science that forms the basis for all plain (cathode) films as well as computerized imaging and magnetic resonance imaging tests is contained in this text. The emphasis is on the appropriate clinical, statistical and test results in the work-up of the patient's health problem. Also, advanced practice nurses will learn a framework for evaluating the findings of the radiological test, and the clinical decision-making process. Prerequisites: Approval of instructor. LEC

NRSN 880 Organizational Foundations for Leading Change (3). Leadership concepts are advanced and an orientation to organizational structures and dynamics in healthcare are introduced. Learners examine and analyze non-linear mental models and analyze the social determinants that influence a service organization’s capacity for change. Political, legal, and ethical influences and interventions that reverse constraints and destabilized functions, or advance and strengthen the organizational mission are explored. Prerequisites or Corequisites: NRSN 752, NRSN 754, and one core track course. THE

NRSN 881 Applied Budgeting and Finance (3). Leaders apply basic principles associated with program, project and service line fiscal management, price-setting, budget preparation, cost-benefit/break-even analysis, managed care contracting, and interpreting financial statements. An understanding of financial terms and their communication with various stakeholders. Financial reports such as balance sheet, budget forms and expense reports are studied and formulated related to government agencies, small clinical operations, grant-funded projects, and small businesses. Students study and the staffing-quality equation are analyzed for the purpose of projecting human resource requirements. Prerequisite: NRSN 880, HPM 814 or consent of instructor. LEC

NRSN 882 Achieving Quality, Safety, and Efficiency (3). This course explores ways to improve health care efficiency, quality, and safety with a focus on micro-systems. The class will examine the current performance of select health care institutions, sources of performance variability (variation theory), methods for measuring performance (measurement theory), and methods for improving performance (change theory). Topics include quality improvement, lean, six sigma strategies, and public reporting and accountability. Students will apply performance improvement and risk management techniques to a course project. Same as HPM 850. Prerequisite: NRSN 870, or consent of instructor. LEC

NRSN 883 Complexity Science Approaches to Improve Organizational Effectiveness (3). This course introduces complexity science principles with the aim of improving the quality and effectiveness of health care organizations. Traditional approaches to quality improvement will be contrasted with tools and methods that can be applied in complex inter-organizational settings. Increasing diversity, distributed control, co-existence of order and disorder, nonlinearity, inability to predict, emergence, and functioning at the edge of chaos will be introduced. Prerequisites: Consent of instructor or consent of instructor in the context of professionalism and scholarship.

NRSN 885 Evaluation and Analysis for Health Care Effectiveness (2). Systematic approaches to analyzing data, evaluating data, and care delivery, and understanding the impact on client populations, organizational processes, and communities are considered. Research concepts and methods are used in a systems context. Program evaluation, performance improvement, and other methods of measuring outcomes are examined for their utility in the health care setting. Linkages between professional and regulatory policies are studied. Prerequisite: NRSN 754 (or Corequisite): NRSN 880 or consent of instructor. LEC

NRSN 886 Practicum in Organizational Leadership (1-3). The knowledge, skills, and abilities learned throughout the course of study are integrated in this practicum. Experience designed to apply the knowledge and skills that are acquired in the context of a health care setting. The faculty and preceptor provide support and guidance to help interpret experiences, and gain a broader world-view within organizational leadership. Students design an experience to facilitate application of theories and research related to organizational leadership. Emphasis is placed on expanding the capacity of the emerging leader in leading change, facilitating advanced communication skills, and demonstrating one or more areas of leadership expertise. Students negotiate a leadership project to be completed during the practicum period. Prerequisites: Concurrent. Core, HPM & M 814, Health Care Economics, NRSN 882, Achieving Quality, Safety, and Efficiency. Corequisites: NRSN 891: Managing Human and Organizational Resources, NRSN 898. Research Project in Nursing, or consent of instructor. LCN

NRSN 888 Seminar in Outcomes Management and Research (1). Students admitted to the Certificate in Outcomes Management and Research program are expected to build on the integrative content from the other outcomes certificate courses. During seminars the students discuss and analyze presentations and publications reporting studies and projects undertaken to describe, evaluate, and gain an understanding of clinical, financial, and quality-of-life outcomes of medical health care interventions. (Same as HPM 876 and PRVM 868.) Prerequisite: Admission to the Certificate in Outcomes Management and Research program or permission of instructor. LEC

NRSN 889 Methods Writing (3). Students are introduced to the Certificate in Outcomes Management and Research program to gain an understanding of the process and strategies of literature review. This includes writing an actual grant application containing all the usual elements of a budget—budgets, biosketches, resources, and scientific text. In addition, different funding agencies, building research teams, the review process, responding to reviewers, and resubmitting grants will be covered. (Same as ANAT 869 and HP&M 876.) Prerequisite: Research methods and statistics courses in student's current graduate program (at least 2 statistics courses, one including content of multiple regression); and permission of the instructor. For students in the Outcomes Management and Research Concentration, additional prerequisites are HP&M 876, HP&M 878, PRVM 800 or HP&M 821, NRSN 886 or HP&M 836 or HP&M 857, or equivalent; or consent of instructor. Enrollment in this course is limited to Master students. LEC

NRSN 890 Independent Study in Nursing (1-5). Intensive study in an area of interest with experiences selected according to the student’s written purposes, conceptual framework, objectives and evaluation (1-5 credit hours). Appropriate prerequisite courses, as determined by the Independent Study Program Coordinator, in addition to the approval of the instructor. LEC

NRSN 891 Human Resources and Workforce Development (3). The focus of this course is to understand the leadership functions of human resource management in organizations to create a competitive edge through employee empowerment. Core human resource management concepts are introduced. Emphasis is placed on understanding human resources and workforce trends are discussed related to best practices for the selection, retention, and management as a health care employer of choice. PREREQUISITE: All Leadership Core Courses or consent of instructor. Course is crosslisted with HP&M 854. LEC

NRSN 898 Research Project in Nursing (2). Portions of the research process in an area of nursing are implemented. Emphasis is placed on experimental knowledge of the actual conduct of research. The student selects one of several research activities and reports on the project. Prerequisite: NRSN 754 plus either one advanced practice or one administration track course, or consent of instructor. LEC

NRSN 899 Thesis (1-6). Prerequisite: NRSN 754, and one core track course. THE

NRSN 935 Professionalism and Scholarship Workshop (1). Building a foundation for advanced study is explored in the context of professionalism and scholarship.
Strategies for promoting professional development while preparing for future roles as nurse educator and nurse leader are examined. The roles of the faculty mentor, student, and faculty mentorhip are explored. Prerequisite: Consent of instructor. LEC

NRSG 979 Independent Study (1-4). Having chosen an appropriate mentor, the student selects an area of advanced study. Specific objectives and credit hours are jointly determined by the student and selected faculty member. Prerequisite: Prior completion of the D.N.P. degree does not guarantee credit. FLD

NRSG 999 Dissertation (1-12). Preparation of the dissertation based upon original research and in partial fulfillment of the requirements for the Ph.D. degree. Credit is given only after the dissertation proposal has been accepted by the student’s dissertation committee. Prerequisite or Corequisite: NRSG 990 and consent of adviser. THE

NRSG 994 Synthesis Workshop II (1). Content from the full range of doctoral courses including theory, research, statistics and professional development is integrated and synthesized. Strategies for using these content areas to meet program objectives and students’ professional objectives are explored. A qualifying examination, consisting of a written and oral case study simulation, concludes the Workshop. Prerequisite: Completion of all or previous course work. May be coresite w/ NRSG 948, or consent of instructor. LEC

NRSG 995 Research Experience (2). This practicum is an intensive research experience with a specific faculty mentor. It involves working on part of the faculty mentor’s current research or on a subject closely related to the mentor’s work. The student submits a proposal for this research experience to the faculty mentor. Once the project is complete, the student presents the research orally in a structured forum and, if appropriate, in writing. Prerequisite: Consent of instructor. LEC

NRSG 966 Advanced Clinical Residency (1-9). The advanced clinical residency is designed to expand the D.N.P. student’s breadth and/or depth of clinical knowledge and skills in an area of practice. The focus can be either on the delivery of care to patients with complex diagnoses and/or comorbid conditions who present with acute changes in health status requiring interventions available only in an acute care setting, 3) the diagnosis and management of patients who are unable to function independently due to age related alteration in mental and physical status, developmental, perceptual and physical disability and chronic, degenerative illness. Students will synthesize clinical knowledge and use evidence-based decision making to construct individually appropriate independent therapeutic interventions, and outcome evaluation of the care of clients. Prerequisite/Corequisite(s): Post-B.S.N. students: NRSG 818, or NRSG 868, or NRSG 869, or NRSG 849, or NRSG 840, or consent of instructor. Post master’s students: A minimum of 300 clinical hours in your current or previous work following graduation form an and accredited Master’s in Nursing program; National certification in your area of expertise (eg. family, adult, psych, pediatric, CNM, etc.) CLN

NRSG 965 Special Topics: _____ (2). Students participate in advanced study that provides theoretical, methodological, and clinical perspectives to facilitate their pursuit of research interests in an identified specialty area. Methods include directed readings, discussions, and the interpretation of data-based literature. Examples of topics are theory and research issues related to health systems, symptom management, or health behavior; topic for any given semester to be announced. Prerequisite: Consent of instructor. IND

NRSG 980 Doctorate of Nursing Practice Capstone Project (1-6). The capstone project is an amalgamation of full student’s field experience in his or her career trajectory. The student will work on a project that aligns with the student’s career trajectory. Prerequisite: NRSG 944, NRSG 947 or consent of instructor. LEC

NRSG 948 Advancing Organizational and Clinical Quality (2). The roles of nursing leaders in the design, measurement, and evaluation of the discipline within a variety of organizational settings are analyzed. The nuances of measurement and statistics is compared and related to the quality science paradigm, applying incremental measurement techniques to foster continuous improvement. Process design, standards development and adaptation, regulatory requirements, and consumer expectations for quality are integrated into a quality plan that aligns with the student’s career trajectory. Prerequisite: NRSG 944, NRSG 947 or consent of instructor. LEC

The Doctor of Nursing Practice degree prepares advanced-practice nurses at the highest level of nursing practice.