

# 2018-2019 CWRU SCHOOL OF NURSING BULLETIN

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# FRANCES PAYNE BOLTON SCHOOL OF NURSING

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## History

The Frances Payne Bolton School of Nursing (<http://fpb.case.edu>) at Case Western Reserve University is a globally recognized leader in nursing education, research and practice. Our commitment to excellence is visible in our distinguished faculty, small class sizes, world renowned clinical partners and academic innovations. While its roots date back to 1898 with the founding of the Lakeside Hospital Training School for Nurses, the school was formally established in 1923 as one of the first two colleges of nursing within a university through a gift from its namesake, Frances Payne Bolton, the first congresswoman from Ohio.

Today, the School of Nursing offers curricula for students at all levels of study—undergraduate, graduate entry nursing and advanced preparation in nursing. Master's level learning is available to become an advanced practice nurse in the following areas: in nurse anesthesia, nurse midwifery, acute and primary care in adult-gerontology and pediatrics, Family Nurse Practitioner, Neonatal Nurse Practitioner, women's health as well as in education with population focus. The nursing school also offers two doctoral level degrees—the Doctor of Nursing Practice (DNP) and the PhD in Nursing, —and a dual doctorate program. Areas of research include symptom science, family and community care, aging across the lifespan, self-management of health and illness, and neuroscience.

## Strategic Vision

### Mission

The Frances Payne Bolton School of Nursing at Case Western Reserve University provides leadership in innovative research, education, and practice to promote health and reduce the burden of disease. Dedicated to interdisciplinary scholarship, we are committed to the pursuit of excellence in service to local and global communities.

### Vision

Our vision is to create and nurture a learning environment that builds on our tradition of scientific inquiry and commitment to the highest standards of excellence in research, education, and practice in the world community, and to continue our rich history of innovation and global contributions.

### Purpose

The purpose of the Frances Payne Bolton School of Nursing is to provide an environment that encourage individuals to develop their personal and professional capabilities, including the sense of responsibility for continued learning; to learn as efficiently and effectively as possible; to find enjoyment, excitement, and challenge in the pursuit of knowledge and its application; and to develop behaviors that enable them to function in a changing, complex society. As an integral component of Case Western Reserve University, the school assumes responsibility for the preparation of individuals committed to excellence and leadership in the profession of nursing. The faculty of the school accepts the responsibility for teaching and scholarly inquiry as integral parts of the educational process.

## Philosophy

FPB has set forth the following philosophy to accomplish the stated mission.

Nursing is an academic discipline and profession. Nursing as an academic discipline is a distinct branch of human knowledge fundamental to nursing practice, nursing education, and nursing administration, and to the continuous development of the profession. The distinct perspective of nursing includes a focus on the meta-paradigm concepts of persons, environment and nursing. The conceptual focus within FPB is on health-seeking mechanisms and behaviors of human beings. Some of those mechanisms and behaviors are innate; others are learned or developed and may be subject to the influence of nurses' knowledgeable ministrations. The body of nursing knowledge is continuously advanced, structured, and restructured as a consequence of a range of methods including scientific inquiry, philosophic inquiry, historical inquiry, and clinical evaluation.

Scientific inquiry within nursing is designed to discover, advance, and clarify knowledge about determinants and correlates of optimal biological, psychological, and social functioning; physical, emotional and spiritual comfort; and individual and group attainment of health goals in multiple environments and under a variety of circumstances (including illness and injury) attendant to birth, living, development, decline and death. Philosophic inquiry is undertaken to clarify the values that underlie consumers' and nurses' responsibilities for human health promotion, the ethics of nursing practice, and the nature of the body of knowledge known as nursing. Historical inquiry is undertaken to document significant influences (by events and individuals) on the development of nursing over time as a body of knowledge and as a profession. Clinical evaluation is designed to test and verify the relative efficacy of strategies used in nursing administration, consultation, education, and practice, and the means employed to advance nursing knowledge.

Professional nurses have mastery over a body of scientific and humanistic knowledge that is fundamental to their particular kinds of practice. They selectively use this knowledge in the execution of their professional responsibilities and in the attainment of professional goals. Those involved in differentiated nursing practices employ nursing technologies (skills and approaches that represent the application of scientific knowledge), using artistry in the execution of their professional responsibilities. Professional nurses' several, particular practices are guided by a code of professional ethics and also by knowledge about the individuals and groups whom they serve. The nurse's professional goal is to appraise accurately and to enhance effectively the health status, health assets, and health potentials of individuals, groups, families, and communities and to promote the initiative and independence of those they serve in the attainment of reasonable health goals, mutually agreed upon by consumers and by nurses as their health care providers. Nursing practice includes assisting persons in the maintenance of health, detecting deviations from health, assisting persons in the restoration of health, and supporting persons during life. These responsibilities are accomplished through a systematic and deliberative process. Nursing practice includes independent and interdependent functions and nurses are an integral part of the health care system.

Other beliefs essential to nursing that are shared by the faculty are stated below:

## Nursing Strategies

Nursing strategies can be categorized according to the function they serve in facilitating clients' health-seeking behaviors. A tentative classification scheme according to the function strategies is set forth below. Within each category there are multiple behaviors from which the nurse can select depending on the nature of the clients' assets and deficits. Also, each category is open to the discovery of more activities than are presently known. Each category focuses on facilitating health-seeking behaviors.

*Compensating:* Performing selected activities or measures (including monitoring) for clients when they are unable to do these activities.

*Teaching:* Performing actions intended to induce learning.

*Counseling:* Assisting clients to examine an alternative course of action.

*Supporting:* Promoting clients' ability to cope, adapt and change.

*Stimulating:* Promoting clients' desire to perform health-seeking behaviors.

*Advocating:* Intervening on behalf of the client to overcome obstacles that are interfering with health-seeking behaviors.

*Comforting:* Providing an environment that promotes ease and well-being.

The choice of nursing strategies for enhancing client's health-seeking behaviors is based on assessment of these behaviors and the intervening variables to determine the assets and deficits and potential for engaging in behaviors that are directed toward attaining, maintaining or regaining an optimal level of health.

## FPB Accreditation and Approvals

### Accreditation

Case Western Reserve University is accredited at the institutional level by the Higher Learning Commission (<http://bulletin.case.edu/schoolofnursing/%20https://www.hlcommission.org>):

North Central Association of Colleges and Schools  
The Higher Learning Commission  
30 N. LaSalle Street, Suite 2400  
Chicago, IL 60602-2504  
800-621-7440  
[info@ncacihe.org](mailto:info@ncacihe.org)  
<http://www.ncahigherlearningcommission.org/>

The University is chartered as an educational institution under the laws of the State of Ohio and holds a Certificate of Authorization from the Ohio Department of Higher Education (<https://www.ohiohighered.org>) (formerly known as the Ohio Board of Regents).

In addition, many of the individual nursing programs are accredited by nationally recognized professional associations, including:

The Bachelor of Science in Nursing (BSN) (<https://nursing.case.edu/bsn>), Master of Nursing (<https://nursing.case.edu/mn>) (MN), and Master of Science in Nursing (MSN) (<https://nursing.case.edu/msn>) programs at Case Western Reserve University are accredited by the Commission on Collegiate Nursing Education (CCNE). The next accreditation is due in 2021.

Commission on Collegiate Nursing Education  
One Dupont Circle NW

Suite 530  
Washington DC 20036  
202-887-6791  
<http://www.aacn.nche.edu/ccne-accreditation>

The Post-Graduate APRN Certificate (<https://nursing.case.edu/programs/certificate>) and Doctor of Nursing Practice (DNP) programs (<https://nursing.case.edu/dnp>) at Case Western Reserve University are accredited by the Commission on Collegiate Nursing Education (CCNE). The next accreditation is due in 2026.

Commission on Collegiate Nursing Education  
One Dupont Circle NW  
Suite 530  
Washington DC 20036  
202-887-6791  
<http://www.aacn.nche.edu/ccne-accreditation>

The nurse anesthesia program (<https://nursing.case.edu/msn/anesthesia>) is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). The last accreditation was in 2012. The next accreditation is due in 2020.

Council on Accreditation of Nurse Anesthesia Educational Programs  
222 South Prospect Avenue  
Park Ridge, Illinois 60068-4001  
847- 655-1160  
[accreditation@coa.us.com](mailto:accreditation@coa.us.com) ([info@aana.com](mailto:info@aana.com))  
<http://home.coa.us.com/Pages/default.aspx>

The nurse midwifery program (<https://nursing.case.edu/msn/midwifery>) is accredited by the Accreditation Commission for Midwifery Education (ACME) (formerly ACNM Division of Accreditation) in 2015. The next accreditation is due in 2025.

Accreditation Commission for Midwifery Education (ACME)  
8403 Colesville Road, Ste 1550  
Silver Spring, MD 20910-6374  
240-485-1800  
[info@acnm.org](mailto:info@acnm.org)  
<http://www.midwife.org/>

### Approved Programs

The Bachelor of Science in Nursing (BSN) (<https://nursing.case.edu/bsn>) and Master of Nursing (MN) (<https://nursing.case.edu/mn>) programs (<https://nursing.case.edu/mn>) are approved by the Ohio Board of Nursing. The last visit for the BSN program was in fall 2017, the next visit is due in October 2023. The last visit for the MN program was in 2017, and the next visit is due in October 2023.

Ohio Board of Nursing  
17 South High Street  
Suite 400  
Columbus, OH 43215-7410  
614-466-3947  
[www.state.oh.us/nur](http://www.state.oh.us/nur) (<http://www.nursing.ohio.gov>)

## Administration

Mary E. Kerr, PhD, RN, FAAN, FCCM  
(Case Western Reserve University)  
Dean, May L. Wykle Professor

Mary Terhaar, DNSc, RN, ANEF, FAAN  
(The Catholic University of America)  
*Associate Dean for Academic Affairs; Arline H. and Curtis F. Garvin Professor of Nursing*

Shirley Moore, PhD, RN, FAAN  
(Case Western Reserve University)  
*Associate Dean for Research; Edward J. and Louise Mellen Professor in Nursing*

David Pratt, BS  
(John Carroll University)  
*Associate Dean of Development & Alumni Relations*

Ronald Hickman, PhD, RN, ACNP-BC, FAAN, FNAP  
(Case Western Reserve University)  
*Assistant Dean for Research; Associate Professor*

Tiffany Cooper, MBA  
(Ursuline)  
*Assistant Dean for Finance and Administration*

Sara Douglas, PhD, MSN, RN  
(Illinois State University)  
*Assistant Dean for Research; Arline H. and Curtis F. Garvin Professor in Nursing Excellence*

Margaret Roudebush, MNO  
(Case Western Reserve University)  
*Assistant Dean for Research Administration*

Helen Jones-Toms, MNO  
(Case Western Reserve University)  
*Assistant Dean of Marketing & Communication*

Amelia Bieda, PhD, APRN, PNP-BC, NNP-BC  
(Case Western Reserve University)  
*Assistant Professor; Director, BSN Program*

Beverly Capper, MSN, RN-NIC  
(Case Western Reserve University)  
*Instructor; Assistant Director, BSN Program*

Molly J. Jackson, DNP, AGNP-C, ACHPN  
(Case Western Reserve University)  
*Assistant Professor; Director, Graduate Entry (MN) Program*

Latina Brooks, PhD, CNP  
(Case Western Reserve University)  
*Assistant Professor; Director, MSN Program*

Patricia Higgins, PhD, RN, FGSA  
(Case Western Reserve University)  
*Associate Professor; Director, Post-Master's DNP Program*

Jaclene A. Zauszniewski, PhD, RN-BC, FAAN  
(Case Western Reserve University)  
*Kate Hanna Harvey Professor in Community Health Nursing; Director, PhD Program*

Diana L. Morris, PhD, RN, FAAN, FGSA  
(Case Western Reserve University)  
*Florence Cellar Associate Professor in Gerontological Nursing; Executive Director of the University Center on Aging & Health*

Evelyn G. Duffy, DNP, AGPCNP-BC, FAANP  
(Case Western Reserve University)  
*Associate Professor; Associate Director of the University Center on Aging and Health*

Camille Warner, PhD  
(Case Western Reserve University)  
*Assistant Professor; Associate Director of the University Center for Aging and Health*

Cynthia L. Danko, DNP, MSN, RN  
(Case Western Reserve University)  
*Director of Institutional Research; Instructor*

David Foley, PhD, MSN, RN, MPA  
(Cleveland State University)  
*Director of Faculty Development; Assistant Professor*

Celeste M. Alfes, DNP, MSN, RN, CNE  
(Case Western Reserve University)  
*Associate Professor; Director, Center for Nursing Education, Simulation, and Innovation*

Barbara Daly, PhD, RN, FAAN  
(Bowling Green State University)  
*Gertrude Perkins Oliva Professor in Oncology Nursing*

Joachim Voss, PhD, RN, FAAN  
(University of California San Francisco)  
*Sarah Cole Hirsh Professor of Nursing; Director, Sarah Cole Hirsh Institute for Best Nursing Practices Based on Evidence*

Brigid L. Mercer, BS  
(Ohio State University)  
*Senior Director Alumni Relations and Development*

Rachel Grdina, MSSA  
(Case Western Reserve University)  
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Teona C. Griggs, M.Ed., MA  
(Cleveland State University)  
*Director Student Services, Diversity, and Inclusion*

Dedra Hanna Adams, MA, MPA  
(Cleveland State University)  
*Director Financial Aid*

Megan Juby, BA  
(John Carroll University)  
*Director Development*

Ivy Ko, BA  
(Cleveland State University)  
*Director Finance*

Kristi Lehmer, MBA  
(Thomas More College)  
*Director Recruitment and Enrollment*

Caron Peoples, MCSE  
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*Director Information Technology*

Brady Boccucci, MB  
(Cleveland State University)  
*Director HR and Administrative Operations*

Sally Garrett Karyo, MHA  
(Pennsylvania State University)  
*Assistant Director Center for Research and Scholarship*

Lauren Maziarz, BA  
(Ohio State University)  
*Assistant Director Special Events & Stewardship*

## Facilities

### Instructional Facilities

With a highly qualified faculty engaged in teaching, research, and community service, FPB offers high quality academic programs. Instruction includes lectures, seminars, individual conferences and small group discussions, and clinical experiences. Modern research and educational facilities include computer and skills laboratories.

### Clinical Facilities

Instructional facilities are abundant and varied. University Hospitals Cleveland Medical Center (<http://www.uhhospitals.org>) established in 1866 is a 1,032-bed tertiary, academic medical center specializing in adult/pediatric medical and surgical specialties and is an aggregate of specialized hospitals that includes Alfred and Norma Lerner Tower, Samuel Mather Pavilion and Lakeside Hospital for adult medical/surgical care; Rainbow Babies and Children's Hospital ranked #2 nationally for Neonatal Care by the U.S. News and World Report; University MacDonal Women's Hospital, Ohio's only hospital for Women; Seidman Cancer Center (formerly know as the Ireland Cancer Center); University Psychiatric Center-Hanna Pavilion, University Hospitals Institute for Health Care Quality & Innovation, skilled nursing and rehabilitation services and home health care. University Hospitals is part of the University Hospitals Health System with services provided at 150 locations in 40 northern communities. University Hospitals Cleveland Medical Center is also the primary affiliate of Case Western Reserve University. Together, they form the largest center for bio-medical research in the state of Ohio. University Hospitals Cleveland Medical Center is home to world class clinical and research centers, including cancer, pediatrics, women's health, orthopedics, spine, radiology, radiation oncology, neurosurgery neuroscience, cardiology, cardiovascular surgery, organ transplantation and human genetics.

The Cleveland Clinic Health System (<https://my.clevelandclinic.org>) is a multi-specialty academic medical center founded in 1921. Main Campus has 1,400 beds and 4,435 beds system-wide. The Cleveland Clinic is one of the largest and most respected hospitals. Cleveland Clinic main campus and Fairview Hospitals are designated as Magnet status hospitals, the most sought after indicator of nursing excellence. Cleveland Clinic Health System is comprised of the Cleveland Clinic main campus, Cleveland Clinic Children's Hospital located within the main campus, Euclid Hospital, Fairview Hospital, Hillcrest Hospital, Lodi Hospital, Lutheran Hospital, Marymount Hospital, Medina Hospital, South Pointe Hospital, Hillcrest Hospital, Ashtabula County Medical Center, Avon Hospital, Cleveland Clinic Florida (Weston, West Palm Beach), Lou Ruvo Center for Brain Health, Las Vegas, Nevada and The Glickman Urological & Kidney Institute in Las Vegas, and Cleveland Clinic Abu Dhabi, Cleveland Clinic London, Cleveland Clinic Canada. The system also includes Akron General Health System, Visiting Nurse Service and Affiliates, Hospice of VNS, Lodi Community Hospital, Edwin Shaw Rehabilitation Institute, an outpatient clinic in Toronto, Ontario and three

health and well centers. It is nationally recognized as one of the top medical centers in the US and the world, particularly in technological and management systems and in the treatment of cardiovascular disease.

MetroHealth Medical Center (<https://www.metrohealth.org>) established in 1837, is a 642-bed hospital that includes a Level I Adult Trauma, Level II Pediatric Trauma Center, and a verified regional Burn Center, a skilled nursing facility and more than 25 locations throughout Cuyahoga County with more on the way. MetroHealth is one of three teaching hospitals that make up the Case Western Reserve University Integrated Surgical Program. Annually, MetroHealth medical center handles more than one million patient visits including more than 100,000 in the Emergency Department, one the the busiest in the country. That's an average of 274 Emergency Department visits per day. The John A. Gannon Comprehensive Burn Care Center (<https://www.metrohealth.org/burn>) is one of only two burn centers in Ohio treats more than 1,700 outpatient and inpatient burn injuries every year. The 27-bed Surgical Intensive Care Unit admits more than 2,000 critically ill surgical patients per year. The Elisabeth Severance Prentiss Center at MetroHealth is a long term skilled nursing facility. In 2014 the Centers for Disease Control designated MetroHealth as an official Ebola Treatment Center, the only one in Ohio.

The Louis Stokes Cleveland Veterans Administration Medical Center (<https://www.cleveland.va.gov>) (VAMC) is one of five facilities constituting the VA Healthcare System of Ohio. A full range of primary, secondary and tertiary care services are offered to an eligible Veteran population covering 24 counties in Northeast Ohio. Comprehensive, seamless health care and social services are provided to more than 111,901 veterans each year through an inpatient tertiary care facility (Wade Park). With 18 locations of care, including 13 outpatient clinics, two community resource and referral centers, a psychosocial resource rehabilitation center, a chronic dialysis center and an ambulatory surgery center, the Northeast Ohio VA Healthcare System's quality services are easily accessible to Veterans in 24 counties.

Additional opportunities are available in a variety of health, social, and educational agencies. These include, for example, Benjamin Rose Institute, Hospice of the Western Reserve, Judson Park Retirement Community, The Cleveland Visiting Nurses Association, Cleveland Public Health Department, and many others.

### Libraries

The Kelvin Smith Library (<http://library.case.edu/ksl/aboutus>), a 144,000 square foot building completed in 1996, houses most of the collections of Case Western Reserve University. This includes over 1,290,000 monographs, 7,363 serial titles, U.S. Government publications, company annual reports, newspapers, CDs, technical reports, over 12,000 DVDs and videos, and more. The library enables users to integrate both traditional resources and state-of-the-art technology into teaching, research, and learning. A variety of seating styles accommodates 900 people and provide electrical ports for connecting personal laptop computers. Case Western Reserve's wireless network enables personal laptops to have internet access throughout the library. Two multimedia rooms include scanners and sound and video digitizers. Available are individual study spaces, meeting rooms, conference areas, and social gathering places. Thirty miles of compact movable shelving allows the library to keep much of its collection onsite for immediate access to print materials. The user-friendly interface to the online catalog, databases, and other resources allows library staff to focus their attention on working in-depth with faculty and students.



In addition to the Kelvin Smith Library, students and faculty have access to the following libraries located on campus: the Cleveland Health Sciences Libraries, supporting programs in dentistry, medicine and nursing; the School of Law Library; the Lillian and Milford Harris Library in the Mandel School of Applied Social Sciences; the Kulas Music Library; and the Astronomy Library. Altogether, collections at the Case Western Reserve libraries encompass more than 1.8 million volumes, nearly 14,000 serials and periodicals, and a wide range of electronic information resources, including a CD-ROM reference database that is accessible through the Case Western Reserve network. These include OhioLINK, a state-funded network that links the libraries of 17 public universities, 23 community/technical colleges, 44 private colleges, and the State Library of Ohio and also offers access to research databases and other information resources.

The Health Sciences Libraries, which consist of the Health Center Library and the Allen Memorial Library, serve as the major libraries for holdings related to nursing, medicine, dentistry, nutrition, and biology. The Health Center Library adjacent to the School of Nursing houses nearly 350,000 volumes, 2,780 current periodicals, and audiovisual materials. Approximately 8,800 volumes are specifically nursing texts, and more than 100 journals are nursing publications. The library also houses a historical collection of nursing materials. The most current and heavily used books are placed on reserve to insure their availability to students. Faculty also place materials on reserve for use in the library. There are 18 public workstations to access the internet, and the library also provides wireless access for those with properly-equipped laptop computers.

## **FPB School of Nursing Information Technology Services**

The Frances Payne Bolton School of Nursing has an assigned Information Technology Services group. This group is a part of University Technology (UTech (<https://case.edu/utech>)) Division; they manage and oversee all computer related operations within the school. Furthermore, the team assists faculty, staff and students with any computer problems, issues, needs, or equipment purchase. This group also manages the FPB Help Desk, provides troubleshooting of problems, and repairs to all school-owned equipment. There are two computer laboratories including a Cyber-Cafe (<http://bulletin.case.edu/schoolofnursing/%20https://case.edu/nursing/students/center-for-nursing-education-simulation-and-innovation/learning-spaces>) where students have access to computers and network-access connection for hooking up their laptops along with wireless network access. The main computer lab is located on the second floor and the Cyber-Cafe is located on the ground floor. These two areas are available during the weekdays, evenings, and weekend on a 24 hours basis. The second lab (Center for Bioinformatics) is located within the Center for Nursing Education, Simulation & Innovation (<http://bulletin.case.edu/schoolofnursing/%20https://case.edu/nursing/students/center-for-nursing-education-simulation-and-innovation>) (CNESI) on the ground floor and is only available when not used for classroom activities during weekdays from 8:00 a.m. to 6:00 p.m.

## **Center for Nursing Education, Simulation & Innovation (CNESI)**

The Center for Nursing Education, Simulation & Innovation (<http://bulletin.case.edu/schoolofnursing/%20https://case.edu/nursing/students/center-for-nursing-education-simulation-and-innovation>) is located on the ground floor and includes:

Center for Bioinformatics and Health Promotion: This 24-seat multimedia classroom includes a Mondo Board, whiteboard, document camera, 35mm digitizer, LCD projector, and access to 24 internet-capable

computers. This center supports all activities within the CNESI; is utilized for standardized testing, orientations, and front loading sessions; and is available between classes for students needing a computer lab for class assignments, projects, and emails.

Multimedia Simulation Center: This center features four Laerdal Medical High –Fidelity Human Patient Simulators: Sim-Man Essential, Sim-Baby, Sim Child, Sim Newbie, Noelle the birthing simulator, and Sim Junior as well as two pediatric and two adult Laerdal Cath-Sim Intravenous Trainers, and a large screen video display board (i.e. Mondo Board). All pre-licensure students and nurse practitioner students utilize this center on a weekly basis throughout each semester for simulation training; assessing normal and abnormal heart and lung sounds on human patient simulators; practicing various skills on task trainers; viewing skills and simulation videos; and, conducting pediatric and obstetric lab sessions.

Physical Assessment Center: This center is used by pre-licensure students (BSN and MN) learning physical assessment skills and by our advanced practice students when learning advanced physical assessment. The room is fully equipped with six Midmark electronic physical exam tables that have inclining head rests, extending leg supports, storage drawers, and optional stirrups. To ensure privacy, the center has 10 three-paneled privacy screens that have wheels for ease of movement and flexibility for any lab. Our physical assessment center has 20 Welch Allyn Diagnostic kits. We also have 20 various-sized blood pressure kits for student use both in the lab and for overnight practice at home. The Physical Assessment Center houses an academic version of the Pyxis Medication dispensing system, bar coding techniques, synthetic medications, medical equipment, task trainers, breast and prostate models, and a DVD library to support our undergraduate and graduate lab sessions.

Private Exam Room: This single exam room is used for student practice and testing. It contains an exam table, white board, side table and chair, Snellen eye chart, standing scale, and built in otoscope and ophthalmoscope. The room has two ceiling mounted cameras allowing faculty to record exemplars, give feedback on final examinations, and provide the opportunity to practice and review communication and assessment skills with standardized patients.

Clinical Teaching Center: This center is comprised of 6 hospital patient beds with static Laerdal Medical manikins arranged to simulate an ambulatory clinic, a medical-surgical unit, and intensive care unit. This center contains many of the common devices seen in the hospital including a Hoyer lift, Geri chair, wheel chairs, canes, crutches, linen cart, ventilator, and head wall units to simulate oxygen delivery and wall suction. Our pre-licensure students use this center to learn every nursing skill from hand washing and bed making to wound irrigation and managing a ventilated patient. The center also has three medication carts, and three supply carts that contain IV tubing, IV solutions, dressing supplies, catheters, chest tubes, foley catheters, sterile gloves, sterile gowns, bed pans, urinals, and tracheostomy supplies.

Perioperative Center: This center is utilized by our BSN students and Nurse Anesthesia Students and contains a fully functioning Steris 3080 operating room table and fluid/blanket warmer, a full set of surgical instruments, back and gown tables, locked operating room cabinets, pulse oximeters, and a non-functioning anesthesia machine, endoscopy, and Bovie machine. Students learn basic hand on skills related to perioperative nursing.

Communication Center: This center, with seating for 10, contains a Mondo Board, white board, and has two ceiling mounted cameras which

provide video recording capabilities. This center is used with all levels of students to practice standardized patient interviews, family counseling sessions with standardized patients, clinical post conferences, seminar discussions, small group presentations, student advising and evaluations, and USNA and GNSA sponsored activities.

[Dorothy Ebersbach Academic Center for Flight Nursing and High Fidelity Helicopter Flight Simulator](#): Acute care nurse practitioner (ACNP) students, specializing in flight nursing at Case Western Reserve university trail in the nation's first state-of-the-art simulator built in an actual Sikorsky S76 helicopter. The simulator creates the sense of treating critically injured patients from takeoff to landing.

The helicopter simulator was installed at the university's Cedar Avenue Service Center in a new classroom designed for the Frances Payne Bolton School of Nursing's Dorothy Ebersbach Academic Center for Flight Nursing Program.

The helicopter features some of the most advanced medical equipment with authentic aerial views projected within the windows and movement that mimics changing altitudes and weather conditions throughout the flight. The learning environment allows students to experience the physical confines of an actual helicopter while practicing the delivery of patient care to high fidelity human patient manikins.

## Bachelor of Science in Nursing (BSN)

<https://nursing.case.edu/bsn/>

Phone: 216.368.8839

Amy Bieda, PhD, APRN, PNP-NC, NNP-BC, Program Director  
alb24@case.edu

## Bachelor of Science in Nursing

The BSN program emphasizes intensive and early clinical experience, a strong foundation in acute care nursing, and a commitment to service to our community. Our students begin their clinical experience in the first term of the freshman year and complete their program with a 280-hour clinical preceptorship in the senior year. Students graduate with over 1300 hours of clinical experience, exceeding that of other schools of nursing. In addition, students provide healthcare services to children and families—collectively amassing approximately 16,000 hours of service to local schools alone each year.

The student-learning environment includes traditional classrooms, world-class clinical facilities, community settings and the Center for Nursing Education, Simulation & Innovation (<https://case.edu/nursing/students/center-for-nursing-education-simulation-and-innovation>) (CNESI). The CNESI consists of four activity centers: the Clinical Teaching Center; the Center for Bio-informatics and Health Promotion; the Multimedia Simulation Center; and the Cyber Café. Clinical experiences occur in Cleveland's nationally and internationally renowned health care facilities including University Hospitals of Cleveland, the Cleveland Clinic and the MetroHealth Medical Center System. Students also have extensive experience in community health departments, community centers and the Cleveland Metropolitan School District.

The opportunities available to students are limitless. Students are encouraged to participate in interdisciplinary research projects with senior faculty. They have the opportunity to explore health issues in the global arena, to study at national sites as part of their standard curriculum.

Graduates have a foundation in the discipline of nursing, demonstrate leadership in clinical practice, use clinical inquiry to advance practice, become involved in research, quality improvement, and assume responsibility for their own professional development.

## Student Learning Outcomes

- Teaches and counsels individuals, families and other groups about health, illness and health seeking behaviors
- Critiques and applies research findings to clinical practice
- Provides direct patient care and assumes leadership role in directing nursing care to individuals, groups and families
- Participates and assumes beginning leadership roles
- Uses principles of ethics and the professional code as a framework for decision making
- Works effectively as a member of an interdisciplinary health care team
- Uses effective communication techniques with diverse clients, colleagues, and information systems
- Describes process of health care policy development

## Degree Requirements (<https://nursing.case.edu/bsn>)

Candidates for the Bachelor of Science in Nursing degree must complete the following:

1. Minimum of 125.5 hours as specified by the requirements with a 2.000 GPA
2. A minimum of C for all courses taken in nursing and science courses counting toward the major
3. A minimum of 50 credit hours in 300 and 400 level courses
4. The SAGES General Education Requirements for the School of Nursing

For those with experience in the armed forces of the United States, or in the National Guard or in a reserve component, the Graduate Entry/ MN or BSN program will (a) Review the individual's military education and skills training; (b) Determine whether any of the military education or skills training is substantially equivalent to the curriculum established in Chapter 4723-5 of the Ohio Administrative Code; and (c) Award credit to the individual for any substantially equivalent military education or skills training. (In accordance with Ohio Revised Code 4723-5)

## Progression in the BSN Program

Progression in the Bachelor of Science in Nursing program is contingent upon satisfactory academic achievement in all required courses. To maintain satisfactory academic standing, students must attain a GPA of 2.000 or above by the end of their junior year and must obtain a C or above in all nursing and science courses counting toward the major. Students who receive two unsatisfactory grades (D or F) in nursing and/or natural and behavioral science courses may be subject to separation from the school of nursing. See the Undergraduate Student Handbook (<https://nursing.case.edu/students/student-resources/student-handbook>) for a description of the criteria for academic standing.

Students who receive a grade of Incomplete (I), given at the discretion of the instructor for the course, must complete course requirements by the eleventh week of the following semester. It is the student's responsibility to notify the instructor of the circumstances preventing completion of all assigned work. In the absence of notification or adequate justification, the instructor may give the student a final grade that assumes a failing grade for the missing work. If a student fails to submit the work required for removing the Incomplete by the date established or by the eleventh

week of the following semester, the instructor will give a failing grade (F). The grade will convert from I to F when the deadline for making up incomplete grades from a previous semester has passed.

Students who receive a grade below C for a nursing course must register for that course the next semester that it is offered. If the student fails to meet the University's requirement for good academic standing, the student is placed on academic probation. If the GPA does not improve the next semester, the Academic Standing Board of the Faculty Senate Committee on Undergraduate Education will review the student's record to determine whether extenuating circumstances warrant an additional semester of probation or separation from the university.

## Curriculum (<https://nursing.case.edu/bsn/curriculum>)

This four-year baccalaureate program for high school graduates leads to a BSN degree. Upon successful completion of the program, graduates will be eligible to sit for the NCLEX examination (<http://www.ncsbn.org>) for licensure as a **Registered Nurse (RN)**. A sample study plan (<https://case.edu/nursing/programs/bsn/bsn-sample-study-plan>) also demonstrates how a BSN student might schedule the required courses.

The FPB School of Nursing has the right to determine a student's readiness to sit for the NCLEX-RN examination and the right to restrict testing until the student demonstrates a readiness to pass this examination. This examination is given by State Boards of Nursing, and satisfactory completion of this examination enables the graduate to practice as an RN in the state for which the examination was taken.

The BSN program includes nursing, science and liberal arts courses. A minimum of **125.5 credit hours**, with at least 50 credits from upper division courses, are required for award of the BSN degree. Students must meet the University requirements for graduation. The ratio of clinical hours to credit hours is 4 to 1, and for laboratory hours, it is 2 to 1. The program plan for entry-level students to the BSN program is as follows:

Freshman	Units	
	Fall	Spring
Principles of Biology (BIOL 114)	3	
Introduction to Human Anatomy and Physiology I (BIOL 116)	3	
SAGES University First Seminar	4	
GER General Education Requirement	3	
BCLS and First Aid for Health Care Providers (NURS 277)	0	
Fundamentals of Nursing (NURS 115)	4	
Nursing Informatics 1: Introduction (NURS 120)		2
Foundations of the Practice II (NURS 122)		3
Applied Nutrition in Health and Disease (NURS 201)		2
Health Care in the Community (NURS 160)		1
Introduction to Human Anatomy and Physiology II (BIOL 117)		3
SAGES University Seminar		3
Concepts for a Molecular View of Biology I (CHEM 119)		3
Year Total:	17	17

Sophomore	Units	
	Fall	Spring
Nursing Care of the Adult 1 (NURS 230)	5	
Introduction to Pharmacology 1 (NURS 211)	1.5	
Aging in Health and Illness (NURS 250)	2	
Teaching/Learning in the Community (NURS 210) (OR NURS 260 Process Change in the Community)	1	
Concepts for a Molecular View of Biology II (CHEM 121)	3	
SAGES University Seminar	3	
Medical Microbiology, Immunity, and Infectious Disease (NURS 342)		4
Psychiatric-Mental Health Nursing (NURS 317)		3.75
Nursing Care of the Adult 2 (NURS 240)		4.75
Human Development: Medical and Social (SOCI 203)		3
Teaching/Learning in the Community (NURS 210) (OR NURS 260 Evidence-based Public Policy in Community)		1
Introduction to Pharmacology 2 (NURS 212)		1.5
Year Total:	15.5	18

Junior	Units	
	Fall	Spring
Parents and Neonates in Health and Illness (NURS 315) & Infants, Children, and Adolescents in Health and Illness (NURS 316) or NURS 338 and NURS 339	8-9	
Basic Statistics for Social and Life Sciences (STAT 201)	3	
Leadership in the Community (NURS 310) (OR NURS 360 Process Change in the Community)	1	
GER General Education Requirement	3	
BCLS and First Aid for Health Care Providers (NURS 277)	0	
Theoretical and Evidence Bases for Best Practice in Nursing (NURS 320) (Sages Departmental Seminar)		3
Care of the Adult and Older Adult with Complex Health Alterations (NURS 338) & Care of the Perioperative Patient (NURS 339) or NURS 315 and NURS 316		8-9
Nursing Informatics 2 (NURS 345)		2
GER General Education Requirement		3
Process Change in the Community (NURS 360) (or NURS 310 Leadership in the Community)		1
Year Total:	15-16	17-18

Senior	Units	
	Fall	Spring
Information Technologies in Health (NURS 370)	1	
Public Health Nursing (NURS 371)	3	
Health in the Global Community (NURS 372)	3	
Global Health Practicum (NURS 373)	5	
Issues and Ethics in Health Care (NURS 343)		2



Concepts of Management and Leadership (NURS 341)	3
Senior Preceptorship: NURS 350, NURS 352, NURS 354, NURS 356	8
Year Total:	12 13

Total Units in Sequence: 124.5-126.5

## 40 General Education Requirements 86 Nursing Requirements

### Advising

In addition to your Sages advisor, each freshman nursing student will have a first year nursing advisor assigned to them. This is to assure a smooth transition during freshmen year. Athletes who are also majoring in nursing, will have a specific nursing advisor throughout their four years.

## Graduate Entry Nursing Program

<https://nursing.case.edu/mn/>

Phone: 216.368.8858

Molly J. Jackson, DNP, AGNP-C, ACHPN, Program Director  
mjj22@case.edu

The Graduate Entry Nursing Program is designed for individuals who hold at least a BA/BS in a non-nursing major and whose career and educational goals include advanced nursing practice. All applicants are admitted to two components of the program (<https://nursing.case.edu/mn/>): (<https://nursing.case.edu/programs>) pre-licensure (leading to the Master of Nursing, or MN) and, advanced nursing practice (leading to the Master of Science in Nursing, or MSN).

Following completion of the MN degree, students may pursue the MSN degree or may apply for the MSN-DNP, PhD or DNP/PhD programs.

Refer to the MSN, DNP, and PhD websites for information about these programs. Certain MSN majors have separate RN experience requirements and/or admission process; a DNP will be required for some advanced nursing practice specialties.

During the pre-licensure MN, students earn approximately 15 credits applicable to the curriculum of most MSN majors (in place at the time of enrollment in the MN program). The program has an innovative quality and safety component woven throughout the curriculum, emphasizing the importance of the patient experience.

### MN Program Student Learning Outcomes

The MN (Master of Nursing) is an advanced generalist nursing degree awarded to those who satisfactorily complete the required curriculum. The program outcomes for MN Students are as follows:

**Quality Improvement:** Leads inter-professional, culturally-sensitive, and evidence-based initiatives within organizations and systems to continuously improve the safety and quality of healthcare.

**Research and Scholarship:** Initiates use of theory and research to identify clinical problems or solutions, participates in scientific inquiry, and translates scholarship into practice

**Nature of Practice:** Assumes the direct and indirect roles and functions of advanced nursing practice to promote health, prevent illness, and improve the health of patients and populations.

**Leadership:** Promotes implementation of the full scope of nursing practice and assumes leadership positions in employer, professional, or community organizations at the local/state/national level.

**Ethics:** Incorporates ethical principles in complex situations of advanced nursing practice and clinical inquiry.

**Collaboration:** Collaborates with other health care professionals to initiate intra- and/or interprofessional teams to enhance practice and patient/population health outcomes.

**Communication:** Integrates information, technology, and practice guidelines to promote effective communication among patients and colleagues within health care systems.

**Advocacy and Policy Development:** Advocates for the development of health and social policy to improve health and practice by community engagement and participating in employer and professional organizations.

### Degree Requirements

#### Time Frame for Completion of Degree

- MN students must complete the program within 4 years of initial enrollment. Students who do not complete the MN curriculum within 4 years are required to reapply for the program; readmission to the program will be determined by the admissions committee.
- Students offered readmission may be required to complete additional coursework upon curricular review in order to meet current MN program requirements
- Completion of the MSN, DNP, or PhD; refer to policies for those programs.
- Students follow the curriculum of their MSN major in effect at the time they begin the MSN program.

For students with experience in the armed forces of the United States, or in the National Guard or in a reserve component, the Graduate Entry Program Director will (a) Review the individual's military education and skills training; (b) Determine whether any of the military education or skills training is substantially equivalent to the curriculum established in Chapter 4723-5 of the Ohio Administrative Code; and (c) Award credit to the individual for any substantially equivalent military education or skills training. (In accordance with Ohio Revised Code 4723-5)

### Progression in the Graduate Entry Nursing Program Satisfactory Academic Standing

Progression in the MN phase of the Graduate Entry Nursing Program is contingent upon satisfactory achievement in all required courses. To maintain satisfactory academic standing, students enrolled for the pre-licensure (Master of Nursing-MN) component of the Graduate Entry Nursing Program must attain and maintain a GPA of 3.0 or above. A grade of C (2.0), the lowest passing grade, is viewed as borderline performance. An overall GPA of 3.0 is required to progress to the post-licensure component of the Graduate Entry Nursing Program. If a student's semester GPA is less than 3.0 or the overall GPA is less than 3.0, the student will be placed on probation and an individualized plan will be developed and documented. The student will be removed from probation when the overall GPA is 3.0 or higher.

The academic record of a student on probation for two semesters will be reviewed by the Executive Committee. The committee will determine whether extenuating circumstances warrant an additional semester of probation, or whether the student should be separated from the program.

If separation is advised, the Program Director will notify the student in writing.

When a student receives a grade of F for a required course, the student must register for that course the next semester in which the course is available. Refer to the Student Handbook (<https://case.edu/nursing/students/student-resources/student-handbook>) for more information on repeating a course with an F grade. Graduate Entry students who receive two failing grades indicating unsatisfactory performance (F, NP, or U) in required courses will be separated from Frances Payne Bolton. Progression from one semester to the next in the MN Program is contingent upon passing grades in all courses taken in the preceding semester.

The grade of Incomplete (I) can only be assigned by the discretion of the instructor when: 1) There are extenuating circumstances, explained to the instructor before the assignment of the grade, which clearly justifies an extension of time beyond the requirements established for and met by other students in the class, and 2) The student has been passing the course and only an evaluative component of the course, such as a term paper, final exam, or project remains to be completed. The "Arrangement to Resolve a Grade of Incomplete" form must be completed prior to the end of the semester, or the instructor may assign a grade of U or F. The instructor shall enter a final evaluative grade if and when the completed work has been submitted. A grade of Incomplete must be removed by the 11th week of the semester following the one in which the courses were taken. If the student does not complete the required work by the date established, the Registrar will convert the I to an F when the deadline for completion has passed. Students may not sit in the same course in a later semester to complete the work required for the original course. Please see the University Incomplete Policy (<http://bulletin.case.edu/schoolofnursing/mn/%20/schoolofgraduatestudies/academicrequirements>).

Graduate Entry students pursuing a post-licensure degree must meet all progression requirements of the degree program in which they are enrolled (MSN (p. 11), DNP (p. 19), or PhD (p. 20)). Refer to those sections of the Bulletin for further information.

## Curriculum

Students may petition for the Master of Nursing (MN) degree upon successful completion of all courses in the MN curriculum (see below). Successful completion requires a grade of at least C in each course and an overall GPA of at least 3.0. See Graduate Entry Nursing Program Policy on Progression. Students must meet all University requirements for graduation.

Ratio of credit hours to clock hours: Didactic and Seminar, 1:1; Lab, 1:2; and Clinical, 1:4.

### Curriculum 2018-2020 72 total credit hours (Curriculum for 2017-2019 follows)

First Year	Units	
	Fall	Spring
Introduction to the Discipline and Practice of Nursing (NUMN 401)	6.5	
Pharmacology for the Advanced Generalist Nurse (NUMN 402)	3	
Introduction to Nursing Informatics (NUMN 403)	1	
Health Assessment for the Advanced Generalist Nurse (NUMN 410)	2.5	
Introduction to Public Health Nursing (NUMN 411)	3	

Issues and Ethics in Health Care (NUMN 413)	2	
Pathophysiology for the Advanced Generalist Nurse (NUMN 405)		3
Nursing Care of Older Adults in Health and Illness (NUMN 406)		2.5
Acute Care Nursing of the Adult (NUMN 407)		8.5
Health Promotion Across the Life Span (NUNP 410)		2
Inquiry I - Theoretical Foundations (NURS 405)		2
Year Total:	18	18

### Second Year

	Units	
	Fall	Spring
Concepts in Nursing Management (NUMN 414)	2.5	
Parents and Neonates in Health and Illness (NUMN 415)	4.25	
Children and Families in Health and Illness (NUMN 416)	4.25	
Psychiatric Mental Health Nursing (NUMN 417)	4	
Inquiry II - Research Process (NURS 425)	3	
Advanced Generalist: Health Policy, Advocacy, and Economics (NUMN 409)		1.5
Intro to Critical Care Nursing (NUMN 418)		6
Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)		2
Leadership for Quality Healthcare within Organizations and Systems (NURS 451)		3
Inquiry III Evidence-Based Practice (NURS 502)		2
Advanced Generalist Nurse Leadership (NUMN 419)		2.5
Clinical Immersion (NUMN 420)		1
Year Total:	18	18

Total Units in Sequence: 72

### Curriculum 2017-2019 - 72 total credit hours

First Year	Units	
	Fall	Spring
Introduction to the Discipline and Practice of Nursing (NUMN 401)	6.5	
Pharmacology for the Advanced Generalist Nurse (NUMN 402)	3	
Introduction to Nursing Informatics (NUMN 403)	1	
Health Assessment for the Advanced Generalist Nurse (NUMN 410)	2.5	
Introduction to Public Health Nursing (NUMN 411)	3	
Issues and Ethics in Health Care (NUMN 413)	2	
Pathophysiology for the Advanced Generalist Nurse (NUMN 405)		3
Nursing Care of Older Adults in Health and Illness (NUMN 406)		2.5
Acute Care Nursing of the Adult (NUMN 407)		8.5
Health Promotion Across the Life Span (NUNP 410)		2
Inquiry I - Theoretical Foundations (NURS 405)		2
Year Total:	18	18

Second Year	Units	
	Fall	Spring
Concepts in Nursing Management (NUMN 414)	2.5	
Parents and Neonates in Health and Illness (NUMN 415)	4.25	
Children and Families in Health and Illness (NUMN 416)	4.25	
Psychiatric Mental Health Nursing (NUMN 417)	4	
Inquiry II - Research Process (NURS 425)	3	
Advanced Generalist: Health Policy, Advocacy, and Economics (NUMN 409)		1.5
Intro to Critical Care Nursing (NUMN 418)		7
Advanced Generalist Nurse Leadership (NUMN 419)		2.5
Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)		2
Leadership for Quality Healthcare within Organizations and Systems (NURS 451)		3
Inquiry III Evidence-Based Practice (NURS 502)		2
Year Total:	18	18
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Total Units in Sequence:		72

### Credits Toward the MSN Earned in the Master of Nursing Curriculum (2017-2020)

Students who successfully complete the Master of Nursing curriculum and are awarded the MN degree have earned the following credits applicable toward most MSN majors for the MSN degree (in effect at the time of enrollment in the MN program).

NURS 405	Inquiry I - Theoretical Foundations	2
NURS 425	Inquiry II - Research Process	3
NURS 502	Inquiry III Evidence-Based Practice	2
NUNP 410	Health Promotion Across the Life Span	2
NURS 431	Psychosocial and Spiritual Dimensions of Advanced Nursing Practice	2
NURS 444A	Ethical Issues in Advanced Nursing Practice (waiver based on grade in NUMN 413)	1
NURS 451	Leadership for Quality Healthcare within Organizations and Systems	3

### Approval of RN Licensure Applications

The School of Nursing has the right to determine a student's readiness to sit for the NCLEX-RN exam and also reserves the right to restrict testing until the student demonstrates a readiness to pass the examination.

In order to have the "Program Completion" section of the application for RN licensure approved by the Program Director, students must meet the following criteria:

1. Have been awarded the Master of Nursing (MN) degree.
2. Demonstrate readiness to take the NCLEX-RN examination by achieving at least a minimum score on a faculty-selected, standardized NCLEX-RN predictor exam.

## Master of Science in Nursing (MSN)

<https://nursing.case.edu/msn/>

Phone: 216.368.8858

Latina Brooks, PhD, CNP, Program Director

latina.brooks@case.edu

The Master of Science in Nursing program prepares registered nurses for advanced practice either as a nurse practitioner, nurse midwife, or nurse anesthetist. Dual degree programs are offered in bioethics (MSN/MA), anthropology (MSN/MA), and public health (MSN/MPH). Post-master's certificates can be provided for all programs and are crafted according to individual needs and background education.

### Student Learning Outcomes

#### Quality Improvement

Leads inter-professional, culturally-sensitive, and evidence-based initiatives within organizations and systems to continuously improve the safety and quality of healthcare

#### Research and Scholarship

Initiates use of theory and research to identify clinical problems or solutions, participates in scientific inquiry, and translates scholarship into practice.

#### Nature of Practice

Assumes the direct and indirect roles and functions of advanced nursing practice to promote health, prevent illness, and improve the health of patients and populations.

#### Leadership

Promotes implementation of the full scope of nursing practice and assumes leadership positions in employer, professional, or community organizations at the local/state/national level.

#### Ethics

Incorporates ethical principles in complex situations of advanced nursing practice and clinical inquiry.

#### Collaboration

Collaborates with other health care professionals to initiate intra- and/or inter-professional teams to enhance practice and patient/population health outcomes.

#### Communication

Integrates information, technology, and practice guidelines to promote effective communication among patients and colleagues within health care systems.

#### Advocacy and Policy Development

Advocates for the development of health and social policy to improve health and practice by community engagement and participating in employer and professional organizations.

### Degree Requirements

The MSN program itself requires a minimum of 36 credit hours to graduate, but most majors require an average of 40 credit hours of graduate credit for the student who enters with a BSN degree. Other

degree requirements must be fulfilled for those entering with the portfolio option. A maximum of nine (9) semester hours of credit in approved graduate courses, where the student obtained a grade of B or above, may be transferred to meet program requirements, and three (3) credits may be waived for a total of 12 credits. To be awarded an MSN degree, the student must have a cumulative GPA of 3.0 and received satisfactory grades in all nursing courses taken for credit as a MSN student. Degree requirements must be completed within 5 years of initial enrollment.

### Path to the MSN

Students in the MSN program choose from several different majors, but virtually all students must take at least ten core courses (<https://nursing.case.edu/msn/curriculum>). Student must complete a required number of credit hours as well as clinical hours. Most majors require an average of 40 credit hours, usually completed in three or four semesters (including summer for some majors). MSN majors also require at least 600 or more clinical hours depending on major.

Students can choose either a part-time or full-time program, with full-time consisting of 9 or more credits per semester and part-time being anything less.

### Course Grades

Progression in the MSN program is contingent on a cumulative GPA of 3.0 and passing grades in all courses (A, B, C, P, or S). If the cumulative GPA falls below 3.0 during any semester, the student will be placed on academic probation. To be removed from probation, the student must have a cumulative GPA of 3.0 or higher in the next academic semester he/she is registered. If the student fails to be removed from academic probation at this time, he/she may be separated from the FPB School of Nursing.

The grade of Incomplete (I) can only be assigned by the discretion of the instructor when: 1) There are extenuating circumstances, explained to the instructor before the assignment of the grade, which clearly justifies an extension of time beyond the requirements established for and met by other students in the class, and 2) The student has been passing the course and only an evaluative component of the course, such as a term paper, final exam, or project remains to be completed. The "Arrangement to Resolve a Grade of Incomplete" form must be completed prior to the end of the semester, or the instructor may assign a grade of U or F. The instructor shall enter a final evaluative grade if and when the completed work has been submitted. A grade of Incomplete must be removed by the 11th week of the semester following the one in which the courses were taken. If the student does not complete the required work by the date established, the Registrar will convert the I to an F when the deadline for completion has passed. Students may not sit in the same course in a later semester the complete the work required for the original course. Please see the University Incomplete Policy (<http://bulletin.case.edu/schoolofgraduatestudies/academicrequirements>).

A student who receives a grade of F or U for a required course must register for the course the next semester it is offered to continue in the MSN program. If the grade of U or F is in a course that is not required for the MSN program, the student may register for the same course or a substitute course and achieve a passing grade to continue in the MSN program. MSN students who receive 2 failing grades (F, U, NP) will be separated from FPB.

### Majors and Sample Full-Time Curriculum

Virtually all MSN students must take at least ten core courses in Professional Development, Scientific Inquiry, and Nursing Practice. Although the MSN program itself requires a minimum of 36 credit

hours to graduate, most majors require an average of 40 credit hours, usually completed between 18 and 30 months depending on the MSN major. Students are required to complete 600 or more clinical hours depending on MSN major. Post-master's certificates can be provided for all programs and are crafted according to individual needs and background education.

## MSN Majors

### Adult Gerontology Acute Care Nurse Practitioner (<https://nursing.case.edu/msn/adult-gerontology-acnp>) (AGACNP)

- Specialty: Adult Gerontology

Acute care nurse practitioners (AGACNPs) often serve as first responders in a variety of healthcare settings that include community and academic hospitals, intensive care units, outpatient clinics, and specialty practices like medical cardiology, subacute care, or trauma.

As part of FPB's MSN program, the AGACNP major requires at least 39 credit hours of coursework and 600 hours of clinical experience. A recent year of adult intensive care (ICU) nursing experience is required prior to beginning this program.

First Year	Units	
	Fall	Spring
Inquiry I - Theoretical Foundations (NURS 405)	2	
Foundations for Adult-Gerontology Acute Care Nursing (NUNP 438)	4	
Advanced Pathophysiology (NURS 453)	4	
Advanced Health Assessment (NURS 459)	3	
Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)	2	
Advanced Pharmacology (NURS 430)		3
Acute Health Problems of Adults and Older Adults (NUNP 443)		6
Inquiry II - Research Process (NURS 425)		3
Year Total:	15	12

Second Year	Units	
	Fall	Spring
Inquiry III Evidence-Based Practice (NURS 502)	2	
Advanced Management of Acutely Ill Adults and Older Adults (NUNP 444)	4	
Ethical Issues in Advanced Nursing Practice (NURS 444A)	1	
Health Care Delivery and Finance in Advanced Practice (NURS 444B)	1	
Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)	1	
Leadership for Quality Healthcare within Organizations and Systems (NURS 451)		3
Year Total:	9	3

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Total Units in Sequence: 39

## Adult-Gerontology Primary Care Nurse Practitioner (<https://nursing.case.edu/msn/gerontology>) (AGACNP)

Adult-gerontology Primary Care Nurse Practitioners provide comprehensive care, including wellness and acute and chronic illness care, to patients from late-adolescence through adulthood to the elderly. They specifically emphasize health promotion, disease prevention, and comprehensive gerontological assessment. They practice in a wide variety of locations that include hospitals, urgent and primary care settings, community clinics, long-term care facilities, and private practice.

As part of FPB's MSN program, the adult-gero NP major requires 41 hours of coursework, plus 600 hours of clinicals. The coursework is usually completed within 18 months (four semesters) for full-time students, and courses are offered in a distance-friendly format that requires about eight trips to Cleveland.

First Year	Units		
	Fall	Spring	Summer
Inquiry I - Theoretical Foundations (NURS 405)	2		
Advanced Pathophysiology (NURS 453)	4		
Advanced Health Assessment (NURS 459)	3		
Health Promotion Across the Life Span (NUNP 410)	2		
Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)	2		
Inquiry II - Research Process (NURS 425)		3	
Advanced Pharmacology (NURS 430)		3	
Common & Acute Health Problems of the Adult and Older Adult (NUNP 432)		5	
Health Care Delivery and Finance in Advanced Practice (NURS 444B)		1	
Advanced Practice Nursing Care of the Older Adult (NUNP 449)			4
Inquiry III Evidence-Based Practice (NURS 502)			2
Year Total:	13	12	6

Second Year	Units	
	Fall	Spring
Advanced Management in Adult and Older Adult Primary Care (NUNP 434)	5	
Ethical Issues in Advanced Nursing Practice (NURS 444A)	1	
Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)	1	
Leadership for Quality Healthcare within Organizations and Systems (NURS 451)		3
Year Total:	7	3

Total Units in Sequence: 41

## Pediatric Nurse Practitioner (<https://nursing.case.edu/msn/pediatric>) (PNP)

Pediatric nurse practitioners (PNPs) are advanced degree nurses who provide primary health care for children from infancy to 21 years of age, including physical, psychosocial, and family dimensions of health. They diagnose and treat childhood illnesses, provide immunizations, perform developmental screenings and physical assessments, and much more in their objective to protect and enhance the health of children. Along with pediatricians and other providers, PNPs practice in settings such as private practice, primary care clinics, community health centers, and hospitals.

As part of FPB's MSN program, the PNP major requires 40 credit hours of coursework, plus 600 hours of clinicals. The coursework is usually completed within 18 months (four semesters) for full-time students, and courses are offered in a distance-friendly format.

First Year	Units		
	Fall	Spring	Summer
Inquiry I - Theoretical Foundations (NURS 405)	2		
Advanced Pathophysiology (NURS 453)	4		
Advanced Health Assessment (NURS 459)	3		
Health Promotion Across the Life Span (NUNP 410)	2		
Development and Health Promotion in Children and Adolescents (NUNP 401)	3		
Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)	2		
Inquiry II - Research Process (NURS 425)		3	
Advanced Pharmacology (NURS 430)		3	
Common and Acute Health Problems of Children (NUNP 402)		6	
Inquiry III Evidence-Based Practice (NURS 502)			2
Health Care Delivery and Finance in Advanced Practice (NURS 444B)			1
Year Total:	16	12	3

Second Year	Units	
	Fall	Spring
Advanced Management in Pediatric Primary Care (NUNP 403)	5	
Ethical Issues in Advanced Nursing Practice (NURS 444A)	1	
Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)	1	
Leadership for Quality Healthcare within Organizations and Systems (NURS 451)		3
Year Total:	7	3

Total Units in Sequence: 41



## Pediatric Nurse Practitioner in Acute Care (<https://case.edu/nursing/programs/msn/msn-majors/pediatric-nurse-practitioner-in-acute-care>)

Acute Care Pediatric Nurse Practitioners are responsible for promoting the overall health of chronic, acute or critically ill children. In this program, you will discover best practices to diagnose and treat acute, critical, and chronic illness in children. You will also learn to coordinate interdisciplinary models of referral, relationships, ethical behavior, conflict resolutions and the implementation of health plans for critically or acutely ill children.

The pediatric nurse practitioner major in acute care, as part of FPB's MSN program, requires 45 hours of coursework, plus over 600 clinical hours. Graduates are eligible for the certification exam conducted by the Pediatric Nursing Certification Board.

- A dual major in Pediatric Nurse Practitioner-Primary Care and Acute Care Pediatric Nurse Practitioner is available by taking only one additional course and 200 additional clinical hours.
- Post-master's certificates can be obtained, crafted according to individual needs and background education.
- One year of recent acute care pediatric nurse experience required for admission.

First Year	Units		
	Fall	Spring	Summer
Inquiry I - Theoretical Foundations (NURS 405)	2		
Advanced Pathophysiology (NURS 453)	4		
Advanced Health Assessment (NURS 459)	3		
Health Promotion Across the Life Span (NUNP 410)	2		
Development and Health Promotion in Children and Adolescents (NUNP 401)	3		
Inquiry II - Research Process (NURS 425)		3	
Advanced Pharmacology (NURS 430)		3	
Common and Acute Health Problems of Children (NUNP 402)		6	
Inquiry III Evidence-Based Practice (NURS 502)			2
Leadership for Quality Healthcare within Organizations and Systems (NURS 451)			3
Year Total:	14	12	5

Second Year	Units	
	Fall	Spring
Advanced Management in Pediatric Primary Care (NUNP 403)	5	
Ethical Issues in Advanced Nursing Practice (NURS 444A)	1	
Health Care Delivery and Finance in Advanced Practice (NURS 444B)	1	
Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)	1	

Management of Complex Acute Problems in Children I (NUNP 455)	4	
Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)	2	
Management of Complex Acute Problems in Children II (NUNP 456)		5
Year Total:	14	5
Total Units in Sequence:		50

## Neonatal Nurse Practitioner (<https://nursing.case.edu/msn/neonatal>) (NNP)

Neonatal nurse practitioners (NNPs) are advanced practice nurses who focus on the management and care of fragile, critically ill, and premature infants and their parents. Their role encompasses activities that promote optimal health, detect illness, and facilitate restoration and maintenance of the health of neonates. NNPs practice in neonatal intensive care units (NICUs), which are found in children's and large general hospitals.

Two years of NICU nursing are needed prior to beginning the NNP major. As part of FPB's MSN program, the major requires 40 credit hours of coursework, plus 700 hours of clinicals in Level III NICUs. Full-time coursework is completed within 18 months (4 semesters).

First Year	Units		
	Fall	Spring	Summer
Inquiry I - Theoretical Foundations (NURS 405)	2		
Integrated Assessment of the Neonate (NUNP 416)	3		
Advanced Pathophysiology (NURS 453)	4		
Foundations for the Neonatal Nurse Practitioner (NUNP 405)	3		
Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)	2		
Inquiry II - Research Process (NURS 425)		3	
Advanced Pharmacology (NURS 430)		3	
Health Problems of the Neonate (NUNP 412)		4	
Health Care Delivery and Finance in Advanced Practice (NURS 444B)		1	
Inquiry III Evidence-Based Practice (NURS 502)			2
Adv Mgmt Acutely Ill Neonate (NUNP 413)			3
Year Total:	14	11	5

Second Year	Units	
	Fall	Spring
Neonatal Nurse Practitioner IV (NUNP 414)	5	
Ethical Issues in Advanced Nursing Practice (NURS 444A)	1	

Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)	1	
Leadership for Quality Healthcare within Organizations and Systems (NURS 451)		3
Year Total:	7	3

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Total Units in Sequence: 40

### Family Nurse Practitioner (<https://nursing.case.edu/msn/fnp>) (FNP)

Family nurse practitioners (FNPs) are advanced nurses who offer care, promote health, and treat disease in patients ranging from children to elders. They provide comprehensive wellness care as well as management of acute and chronic illnesses. FNPs practice in hospitals, urgent care and primary care settings, federally-qualified health centers, and private practice offices.

As part of the MSN program, the FNP major requires 40 credit hours of coursework, plus 600 hours of clinicals. The coursework is usually completed within 18 months (four semesters) for full-time students, and courses are offered in a distance-friendly format.

#### First Year

	Units		
	Fall	Spring	Summer
Inquiry I - Theoretical Foundations (NURS 405)	2		
Advanced Pathophysiology (NURS 453)	4		
Advanced Health Assessment (NURS 459)	3		
Health Promotion Across the Life Span (NUNP 410)	2		
Inquiry II - Research Process (NURS 425)		3	
Advanced Pharmacology (NURS 430)		3	
Family Health Nursing: Health of Adults and Older Adults (NUNP 419)		5	
Health Care Delivery and Finance in Advanced Practice (NURS 444B)		1	
Inquiry III Evidence-Based Practice (NURS 502)			2
Health Promotion & Common Reproductive Health Problems of Adolescents and Adults (NUNP 429)			4
Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)			2
Year Total:	11	12	8

#### Second Year

	Units
	Fall
Family Health Nursing: Health of Children and Adolescents (NUNP 439)	4
Ethical Issues in Advanced Nursing Practice (NURS 444A)	1

Leadership for Quality Healthcare within Organizations and Systems (NURS 451)	3
Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)	1
Year Total:	9

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Total Units in Sequence: 40

### Family Systems Psychiatric Mental Health Nurse Practitioner (<https://nursing.case.edu/msn/familysystems-psych>) (PMHNP)

In addition to the shortage of advanced practice psychiatric nurses, healthcare systems are challenged to address the needs of an increasing elderly population; stressed military families; families impacted by the economy, loss of employment, home foreclosure, and other stressors; and a population facing an increase in reported rates of domestic and youth violence.

The work of an advanced practice psychiatric nurse practitioner is dynamic in scope, ranging from prevention and health promotion to early detection and assessment to integration and culturally appropriate, client-centered intervention. Similarly, they can practice in a multitude of environments, including community mental health clinics; hospitals systems; private physician offices; prison systems; military bases and Veteran's Affairs Hospitals; treatment facilities; and psychiatric mental health community centers, among others.

The Family Systems Psychiatric Mental Health Nursing major, as part of the MSN program, requires 45 credit hours of coursework and 720 hours of clinicals. The coursework is usually completed within four semesters.

#### First Year

	Units		
	Fall	Spring	Summer
Inquiry I - Theoretical Foundations (NURS 405)	2		
Advanced Pathophysiology (NURS 453)	4		
Advanced Psychopathology Across the Lifespan: Part I (Infant through Young Adult) (NURS 473)	2		
General Systems Theory: Foundations for Practice (NURS 475)	2		
Advanced Practice Seminar: Blended Role of Psychiatric-Mental Health APRN (NURS 476)	1		
Leadership for Quality Healthcare within Organizations and Systems (NURS 451)		3	
Advanced Health Assessment (NURS 459)			3
Advanced Pharmacology (NURS 430)			3
Psychopharmacology (NURS 465)			2
Advanced Psychopathology Across the Lifespan Part II (Adult and Older Adult) (NURS 474)			2
Family Systems Theoretical Foundations (NURS 481)			2

Family Systems Integration and Application (NURS 482)	1		
Inquiry II - Research Process (NURS 425)		3	
Individual and Group Modalities for Family Systems Practice Across the Lifespan (NURS 484)		3	
Practicum and Supervision: Family Systems Practice Across the Lifespan (NURS 485)		2	
Year Total:	14	13	8

Second Year	Units		
	Fall		
Inquiry III Evidence-Based Practice (NURS 502)	2		
Modalities for Family Systems Practice: Vulnerable Family Populations (NURS 486)	3		
Theoretical Basis of Practice and Supervision in Consultation, Collaboration (NURS 488)	2 - 3		
Practicum and Supervision in Role of Family Systems Psych-Mental Health Advanced Practice Nurse (NURS 489)	3		
Management in Advanced Nursing Practice (NUND 507) ((elective))	3		
Year Total:	13-14		

Total Units in Sequence: 48-49

### Women's Health Nurse Practitioner (WHNP) (<https://case.edu/nursing/programs/msn/msn-majors/womens-health-nurse-practitioner>)

Women's health nurse practitioners (WHNPs) are experts in woman-focused health promotion and disease prevention. As specialists, WHNPs deliver comprehensive health care to women, with emphasis on reproductive and gynecologic health needs. They provide well-woman care, care during and after pregnancy, and care before and after menopause. They also care for women experiencing episodic acute or chronic illnesses. WHNPs see a broad range of patients in practice settings that include primary care centers, adolescent health centers, and private practice.

The WHNP major, as part of FPB's MSN program, requires 38 credit hours of coursework, plus 600 hours of clinicals. With full-time enrollment, coursework is usually completed within 12 months (four semesters). Core MSN courses are offered in an intensive format that requires limited trips to Cleveland.

First Year	Units		
	Fall	Spring	Summer
Inquiry I - Theoretical Foundations (NURS 405)	2		
Advanced Pathophysiology (NURS 453)	4		
Advanced Health Assessment (NURS 459)	3		
Well Woman Health Care (NURS 454)	3		

Inquiry II - Research Process (NURS 425)	3		
Advanced Pharmacology (NURS 430)	3		
The Childbearing Family (NURS 455)	4		
Health Care Delivery and Finance in Advanced Practice (NURS 444B)	1		
Primary Care in Women's Health (NURS 559)		4	
Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)		2	
Year Total:	12	11	6

Second Year	Units		
	Fall		
Inquiry III Evidence-Based Practice (NURS 502)	2		
Ethical Issues in Advanced Nursing Practice (NURS 444A)	1		
Leadership for Quality Healthcare within Organizations and Systems (NURS 451)	3		
Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)	1		
Health Promotion Across the Life Span (NUNP 410)	2		
Year Total:	9		

Total Units in Sequence: 38

### Other Majors

#### Nurse Anesthesia (<https://nursing.case.edu/msn/anesthesia>)

Nurse anesthetists are advanced practice nurses who administer all types of anesthetic for every kind of surgery or procedure. As expert clinicians primarily responsible for direct patient care, they focus on preoperative evaluation, intraoperative management, and postoperative anesthesia care.

Clinical courses for MSN nurse anesthesia students at FPB provide them with the opportunity to give direct patient care, participate in staff education programs, and identify clinical topics for research. Students work one-on-one with a clinical preceptor with expertise in nurse anesthesia. They will also take part in administering general and regional anesthesia in persons of all ages. The management of emergency operations, obstetrics, pediatrics, and neurosurgery are an integral part of the clinical experience. Graduates will be eligible to take the certification examination administered by the Council on Certification of Nurse Anesthetists.

All applicants must have at least two years of recent experience in one of the following acute care settings: recovery room, emergency room, or medical, surgical, neonatal, or pediatric intensive care or one year's experience with certification in their respective nursing specialty (CCRN, CEN, CPAN).

First Year	Units		
	Fall	Spring	Summer
Principles of Anesthesia II (NUAN 459)	2		
Advanced Pathophysiology (NURS 453)	4		
Advanced Pharmacology (NURS 430)		3	
Advanced Principles of Anesthesia 1 (NUAN 460)		3	
Principles of Anesthesia I (NUAN 458)			2
Advanced Health Assessment (NURS 459)			3
Year Total:	6	6	5

Second Year	Units		
	Fall	Spring	Summer
Advanced Principles of Anesthesia 3 (NUAN 462)	3		
Inquiry II - Research Process (NURS 425)	3		
Nurse Anesthesia: Advanced Practice IA (NUAN 551A)		2	
Ethical Issues in Advanced Nursing Practice (NURS 444A)		1	
Health Care Delivery and Finance in Advanced Practice (NURS 444B)		1	
Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)		1	
Advanced Principles of Anesthesia 2 (NUAN 461)			2
Inquiry I - Theoretical Foundations (NURS 405)			2
Year Total:	6	5	4

Third Year	Units	
	Fall	Summer
Nurse Anesthesia: Advanced Practice II (NUAN 552)	2	
Leadership for Quality Healthcare within Organizations and Systems (NURS 451)	3	
Nurse Anesthesia: Advanced Practice IB (NUAN 551B)		1
Inquiry III Evidence-Based Practice (NURS 502)		2
Year Total:	5	3

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Total Units in Sequence: 40

### Nurse Midwifery (<https://nursing.case.edu/msn/midwifery>)

Certified nurse-midwives (CNMs) are educated in the two disciplines of nursing and midwifery and are certified according to the requirements of the American Midwifery Certification Board. CNMs manage women's health care, focusing on common primary care issues, family planning and gynecologic needs including menopause related issues, pregnancy, childbirth, the postpartum period, and care of the newborn. They practice

within a healthcare system that provides for consultation, collaboration, or referral as indicated by the health status of the client, in accordance with the Standards for the Practice of Midwifery, as defined by the American College of Nurse-Midwives (ACNM).

Nurse midwife students must complete 48 credit hours of coursework as well as work individually with (a) clinical preceptors in a variety of out-patient, in-patient, and out-of-hospital settings to provide optimal care to women in the antepartum, intrapartum, (and) postpartum and non childbearing periods. Graduates will be eligible to take the certification examination administered by the American Midwifery Certification Board. By taking [NURS 559](#), Advanced Practice in Nursing Care of Women, students are eligible for dual certification in Women's Health.

First Year	Units		
	Fall	Spring	Summer
Inquiry I - Theoretical Foundations (NURS 405)	2		
Advanced Pathophysiology (NURS 453)	4		
Advanced Health Assessment (NURS 459)	3		
Well Woman Health Care (NURS 454)	3		
The Childbearing Family (NURS 455)		4	
Advanced Pharmacology (NURS 430)		3	
Inquiry II - Research Process (NURS 425)		3	
Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)		2	
Primary Care in Women's Health (NURS 559)			4
Leadership for Quality Healthcare within Organizations and Systems (NURS 451)			3
Year Total:	12	12	7

Second Year	Units	
	Fall	Spring
Labor and Birth (NURS 457)	5	
Integrated Assessment of the Neonate for Midwives (NURS 416)	1	
Health Promotion Across the Life Span (NUNP 410)	2	
Inquiry III Evidence-Based Practice (NURS 502)	2	
Ethical Issues in Advanced Nursing Practice (NURS 444A)	1	
Advanced Midwifery (NURS 557)		6
Year Total:	11	6

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Total Units in Sequence: 48

### Education with Population Focus (<https://case.edu/nursing/programs/msn/msn-majors/education-with-population-focus>)

Nurse Educators are prepared at the master's level and qualified to teach and develop future generations of nurses. The Nurse Educator program

at FPB responds to a great demand in our community and across our state and the nation for clinical educators and preceptors. In these roles, nurse educators will advance the knowledge, skill and competence of the workforce. As clinical educators, graduates will provide opportunities for continuous learning to nurses in practice. These same graduates will also be prepared to serve as preceptors who will partner with faculty in schools of nursing to offer high quality clinical experiences in which students learn to use evidence in practice. The program places strong emphasis on developing strong critical thinking that is required for safe and effective practice.

Consistent with all FPB graduate programs in nursing, planned clinical experiences form a central component of the education. Students have the opportunity to complete a Teaching Practicum in one of a variety of clinical settings, from world class academic medical centers, local community health agencies, and a variety of primary care practices including federally qualified health centers. These placements are aligned with individual student's career aspirations and afford rich opportunities to satisfy course objectives.

Students complete pathophysiology, pharmacology, physical assessment as required for advanced practice nursing. They study health promotion across the lifespan, research methods, ethics, curriculum development and evaluation of learning.

Nurse Educator students must complete 39 credit hours of coursework and graduates are eligible to take the Certification Nurse Educator examination administered by the National League for Nursing after 2 years of experience.

First Year	Units		
	Fall	Spring	Summer
Inquiry I - Theoretical Foundations (NURS 405)	2		
Advanced Health Assessment (NURS 459)	3		
Health Promotion Across the Life Span (NUNP 410)	2		
Leadership for Quality Healthcare within Organizations and Systems (NURS 451)	3		
Ethical Issues in Advanced Nursing Practice (NURS 444A)	1		
Inquiry II - Research Process (NURS 425)		3	
Advanced Pharmacology (NURS 430)		3	
Common & Acute Health Problems of the Adult and Older Adult (NUED 432)		3	
Curriculum and Instruction (NUED 509)		3	
Inquiry III Evidence-Based Practice (NURS 502)			2
Primary Care of the Older Adult (NUED 449)			3
Theoretical Foundations of Educational Testing and Evaluation (NUED 609)			2
Year Total:	11	12	7

Second Year	Units
	Fall
Advanced Management in Adult and Older Adult Primary Care (NUED 434)	3
Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)	1
Teaching Practicum (NUND 615)	5
Year Total:	9
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Total Units in Sequence:	39

**Note:** The Advanced Practice Core courses are co-requisites or pre-requisites for the clinical nursing courses. Clinical nursing courses must be taken in the semester and sequence listed above. Clinical course availability is based upon enrollment.

Post-MSN tract will be offered to anyone who is primary care PNP certified. A gap analysis will be performed on students from other programs to assure consistency. The post-MSN Student will be required to take the acute care courses and additional clinical if needed.

## Joint Degrees

### MSN/PhD Dual Degree Program (<https://case.edu/nursing/programs/msn/msn-to-doctorate>)

The Master of Science in Nursing / PhD combined degree program provides the opportunity for students with a BSN or MN degree to pursue the PhD while earning an MSN degree in a selected major or clinical specialty along the way. Application involves a dual submission process and applicants must be accepted into both programs. For the combined MSN/PhD program, up to 8 credits of course overlap are allowed depending on the selected clinical major.

### Master of Science in Nursing/Master of Arts in Anthropology (MSN/MA Anthropology) (<https://case.edu/nursing/programs/msn/msn-majors/msnma-anthropology>)

The Master of Science in Nursing/Master of Arts in Anthropology joint degree provides students with the unique combination of cross-cultural expertise in medical anthropology and clinical expertise in nursing. Students must complete a minimum of 19 credits in nursing core courses, 12 to 22 credits in clinical major courses, and a minimum of 18 credits in anthropology courses, distributed as indicated below. The actual number of credits depends upon the major selected. This curriculum plan reflects clinical nursing majors other than nurse anesthesia and community health. Choice of electives should guarantee that minimum credit requirements are met. All students must pass the Masters Qualifying Examination in Anthropology.

### Master of Science in Nursing/Master of Arts in Bioethics (MSN/MA Bioethics) (<https://case.edu/nursing/programs/msn/msn-majors/msnma-bioethics>)

The Master of Science in Nursing/Master of Art in Bioethics joint degree program is designed to provide nurses with the concepts essential to ethics and ethical decision-making. This program is relevant for nurses who are family advocates within health care systems. The total MSN/MA degree requirements are 53-63 credits.



# Doctor of Nursing Practice

<https://nursing.case.edu/dnp/>

Phone: 216.368.1907

Patricia Higgins, PhD, RN, Interim Program Director

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The Doctor of Nursing Practice Program (DNP) is an innovative academic program designed to prepare nurses for leadership positions in advanced nursing practice roles. The Post-Master's DNP program is flexible in meeting the needs of distance education students, with an innovative executive format and cohort program that has partnerships with numerous academic institutions and hospitals around the country. The DNP program admits students at two different stages in order to accommodate students with diverse educational backgrounds.

- Post-Licensure (Advanced Nursing Practice stage: MSN degree awarded). This entry point into the DNP program is designed for registered nurses entering the MSN program. Students who apply to the MSN and DNP programs at the same time follow a blended curriculum in which students begin taking DNP courses while in the masters program. Students are awarded an MSN degree when they complete MSN requirements and continue with DNP coursework. They are allowed to apply to a professional organization for certification in the advanced practice specialty and to a Board of Nursing for credentials to practice. Students in the MSN program may also apply to the DNP program during the MSN program but are required to complete courses from both programs.
- Post-Master's DNP (Practice Doctorate stage; DNP degree awarded): This stage of the DNP program prepares nurses with MSN degrees to be clinical leaders at the absolute pinnacle of their field. Students acquire in-depth knowledge in nursing theory, research, policy, and education or management. Most DNP students at the post-master's level are already practicing in roles as advanced practice nurses, administrators, or educators. Once they are admitted to this phase of the program, they choose one of two elective sequences: education leadership or practice leadership.

## Student Learning Outcomes

### Scientific Underpinnings for Practice

- Integrate nursing science and theory with knowledge and theory from ethics, the biophysical, psychosocial, cultural, and organizational sciences to develop and evaluate new practice approaches.

### Organizational and Systems Leadership for Quality Improvement and Systems Thinking

- Demonstrate leadership in the development and evaluation of care delivery approaches that meet current and future needs of patient populations from findings of nursing and other clinical sciences, as well as organizational, political and economic sciences.
- Develop and evaluate effective strategies and ensure accountability for leading organizations, addressing quality improvement and patient safety initiatives, and managing ethical dilemmas inherent in patient care and research.

### Clinical Scholarship and Analytical Methods for Evidence-Based Practice

- Use analytic methods to critically appraise existing evidence to determine best practices.

- Apply relevant findings and use quality improvement methods to develop recommendations to improve practice and the practice environment.
- Disseminate findings from evidence-based practice and research to improve health care outcomes.

### Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

- Evaluate programs that monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.
- Provide leadership in the evaluation and resolution of ethical and legal issues within health care systems relating to the use of information, information technology, communication networks and patient care technology.

### Health Care Policy and Advocacy in Health Care

- Demonstrate leadership in the critical appraisal, development, and/or implementation of institutional, local, state, federal, and international health policy.

### Inter-professional Collaboration for Improving Patient and Population Health Outcomes

- Collaborate using communication, consultative, and leadership skills, with intra-professional and inter-professional teams to improve quality and safety in health care.

### Clinical Prevention and Population Health for Improving the Nation's Health

- Analyze scientific data and synthesize concepts related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion and disease prevention efforts.

## Degree Requirements

- Post-master's entry students must complete the DNP program within five years. Students who do not complete the DNP program within the above time frame should send a letter to the Director of the Doctor of Nursing Practice Program with a request for an extension and a proposed plan for completing of remaining requirements.
- Records of students who do not complete the program within the specified time frame will be re-evaluated in terms of the curriculum in effect at the time of review. The student may be required to take additional course work to graduate.

### Academic Performance

Progression in the Doctor of Nursing Practice degree program is contingent upon satisfactory academic achievement in all required courses.

Doctor of Nursing Practice students must achieve a cumulative grade point average of 3.0 or above in all courses taken for credit as a DNP student at the Frances Payne Bolton School of Nursing to be awarded the DNP degree. All DNP students must successfully defend their scholarly project.

The grade of incomplete (I) will be given at the discretion of the instructor for work not completed in the semester. A grade of I must be removed by the end of the semester following the one in which the course was taken or before the student enrolls in a course for which the initial course

is a prerequisite. No credit is given for an I grade. The I will remain a permanent part of the transcript if the student fails to complete course requirements within the next year and the student will be required to retake the course.

### Scholarly Project

The DNP program culminates in successful completion of a scholarly project. The scholarly project is designed by the student in collaboration with a 3-member committee approved by the Program Director. The scholarly project must focus on an issue related to improving patient outcomes. The scholarly project can take the form of a five chapter written project or a manuscript suitable for publication. The procedures and written product must conform to the regulations of the FPB School of Nursing.

Students must successfully defend their completed scholarly project in an "oral examination" with their committee members who are responsible for certifying that it meets acceptable scholarly standards. The defense is open to faculty and students and to those outside of the University. The committee determines the adequacy of the oral examination and written product. A student will pass if two or more of the committee members agree that the student successfully responded to questions during the defense and the written product met scholarly standards.

### Post-Master's DNP Curriculum

Most classes are held in an intensive format (<https://nursing.case.edu/dnp/cohorts>), (<https://nursing.case.edu/dnp/cohorts>) meeting for a specified number of days with additional meetings held online. A 3-credit course will meet for 5 days. Three courses are held online across the semester. Intensive sessions are given three times a year (January, May, and August) for at least two weeks. Papers and projects are due in the semester following the intensive session.

### Required Courses

Credits		Required
NUND 450	Applied Statistics (Online)	3
NUND 504	Theories for Nursing Practice and Scholarship	3
NUND 506	Leadership in Organizations and Systems	3
NUND 508	Health Care Policy and Planning	3
NUND 510	Application of Health Information Technology and Systems (Online)	1
NUND 540	Practice Focused Inquiry I (NUND 450 and NUND 504 are prerequisites)	3
NUND 541	Practice-Focused Inquiry II	3
NUND 610	Translating Evidence into Nursing Practice (Online)	3
NUND 611	Practicum	2
NUND 619	Proposal Development	2
NUND 620	Scholarly Project	3

### Educational Leadership Electives

NUND 509	Curriculum and Instruction	3
NUND 609	Theoretical Foundations of Educational Testing and Evaluation	2

### Practice Leadership Electives

NUND 507	Management in Advanced Nursing Practice	3
NUND 607	Advanced Leadership and Management in Healthcare	2

## PhD in Nursing

<https://nursing.case.edu/phd/>

Phone: 216.368.3612

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The PhD program is a post baccalaureate degree program designed to prepare scientists who initiate and conduct research relevant to nursing. Expertise in clinical nursing and competence in research are required to prepare scholars to disseminate knowledge and build programs of research. To achieve excellence in the academic program, students engage in activities consistent with the areas of research excellence of the faculty. Moreover, the faculty is committed to the intellectual growth of the student, which is achieved through mentorship and collaboration in scholarship.

The PhD student concentrates on the organization and development of knowledge requisite to nursing practice for service to a population. The population may include: age group (children, adults), focus of service (individual, family, or community) and position on the continuum of health (health and wellness, acute and chronic disruptions in health). PhD students are culturally diverse, and many develop and apply knowledge relevant to global health needs.

### Student Learning Outcomes

Themes/Roles	Characteristics/Expected outcomes
Research/Knowledge Development	<ul style="list-style-type: none"> <li>Conduct original research</li> <li>Critique and integrate different scientific perspectives in the conduct of original research</li> <li>Lead interdisciplinary research teams and participate in team science</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>Understand the evolving roles and responsibilities of a nurse scholar</li> <li>Assume leadership in the conduct of culturally and linguistically appropriate scholarship</li> <li>Lead in advancing the discipline through scholarly contributions and science in the global community</li> <li>Provide career and research mentorship to others</li> </ul>
Dissemination	<ul style="list-style-type: none"> <li>Communicate research through publications and presentations for professional, interdisciplinary, and lay audiences</li> </ul>

Policy	<ul style="list-style-type: none"> <li>• Generate and disseminate knowledge relevant to health care policy</li> <li>• Understand the influence of politics and policy on knowledge generation</li> </ul>
Values	<ul style="list-style-type: none"> <li>• Appreciate the history and philosophy of science</li> <li>• Understand the evolving nature of the nursing discipline</li> <li>• Utilize professional and research ethics and judgment in the conduct of research</li> </ul>
Substantive Area of Specialization	<ul style="list-style-type: none"> <li>• Demonstrate mastery of in-depth knowledge in a substantive area</li> </ul>

## Degree Requirements

Our PhD in Nursing program prepares students for careers as researchers, scientists, or university-level faculty members. Students have the opportunity to participate in research that has a profound effect on the science of nursing and nursing practices. PhD students concentrate on the organization and development of knowledge requisite to nursing practice for service to a particular population. PhD students are culturally diverse, and many develop and apply knowledge relevant to global health needs.

The PhD requires a **minimum of 57 semester hours**, including course work, proposal development and research and dissertation completion. The program is individualized, taking into account student interests, aspirations, and work experience. Students entering the program with a BSN who do not wish to obtain an MSN degree will have an option to take NURS 507 Clinical Knowledge and NURS 508 Context of Care; or to take 6 credits of MSN courses to ease their transition from BSN to PhD. A dual degree MSN/PhD program is available for those who also want an MSN degree.

General program requirements are listed below. Additional coursework may be required or recommended, as determined by the faculty advisor, and area of research. Courses may be taken on a full time or part time basis.

### Knowledge Development/Theory Core (6 credit hours)

NURS 506	Nursing Epistemology	3
NURS 511	Strategies for Theory Development	3

### Research Methods Core (9 credit hours)

NURS 518	Qualitative Nursing Research	3
NURS 530	Advanced Nursing Research Methods I	3
NURS 531	Advanced Nursing Research Methods II	3

### Statistics Core (9 credit hours)

NURS 532	Applied Statistics (Possibility for waiver if equivalent graduate level statistics course completed within the past 5 years with a grade of B or better)	3
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NURS 630	Advanced Statistics: Linear Models	3
NURS 631	Advanced Statistics: Multivariate Analysis	3

### Support Courses (minimum 12 credit hours)

NURS 609	Health Care Policy and Planning (Taught in an executive/intensive format)	3
NURS 615	Topical Seminar in Health Science Research	3
Electives		3-6

### Preparation for Research (minimum 3 credit hours)

Research Practicum (240 hours required)		0
NURS 671	Proposal Development (minimum of 3 credits required)	3
Candidacy Exam		0
Proposal Defense		0

### Dissertation Research (minimum 18 credit hours)

NURS 701	Dissertation Ph.D.	1-9
Dissertation Fellowship (upon recommendation to the School of Graduate Studies) for a maximum of 4 consecutive semesters after completion of NURS 701		

## Optional PhD Education Courses

To insure that graduates from our PhD in Nursing program are prepared to assume the full faculty role upon graduation, including preparation for teaching and mentoring others, students are encouraged to take optional courses that specifically address the development of their teaching skills.

While two of these courses are taught in an intensive format, between semesters, the third course consists of a 60 clock hour per credit teaching practicum.

### Preparation for Nursing Education Coursework

- NURS 578 Curriculum and Instruction (3 credits)
- NURS 619 Theoretical Foundations of Testing and Evaluation (2 credits)
- NURS 621 Teaching Practicum (1-6 credits)

It is recommended that courses within this education track be integrated within the student's planned program of study within the first two years of the program.

All coursework and the teaching practicum must be completed before the student will be advanced to candidate status.

## Sample Curriculum Plans

See the website for details. (<https://case.edu/nursing/programs/phd/sample-course-plans>)

### Traditional Format Sample Plan

Students who already have earned the MSN degree can enter the PhD program directly and complete the PhD core coursework during fall and spring semesters.

- A minimum of 3 credits of proposal development is required; however, students may need more time to complete their candidacy exam and proposal development and may therefore need to take more credits of proposal development.

- Concurrent enrollment in proposal development credits and dissertation credits is not permitted.
- Full time status is defined as 9 credits per semester ONLY while students are enrolled in their coursework and prior to proposal development. However, enrollment in even a single credit of proposal development or dissertation constitutes full time study.
- Total required credit hours for the nursing PhD (post MSN) = 57 credits

### **Fast-Track Sample Plan**

Students with a BSN or equivalent can pursue the PhD degree without earning an MSN. Learn more about our Entry Options (<https://case.edu/nursing/programs/phd/entry-options>).

- A minimum of 3 credits of proposal development is required; however, students may need more time to complete their candidacy exam and proposal development and may therefore need to take more credits of proposal development.
- Concurrent enrollment in proposal development credits and dissertation credits is not permitted.
- Full time status is defined as 9 credits per semester ONLY while students are enrolled in their coursework and prior to proposal development. However, enrollment in even a single credit of proposal development or dissertation constitutes full time study.
- Total required credit hours for the nursing PhD (post BSN or equivalent) = 63 credits
- BSN to PhD Transition Course Waiver form (PDF) (<http://bulletin.case.edu/schoolofnursing/phd/BSN-PhD-Transition-Course-Waiver-Form.pdf>)>

### **Advanced Standing for DNP Graduates**

Students who have earned a DNP degree within the past five years may be granted advanced standing in the PhD nursing program and qualify for a waiver of up to 9 credits.

### **Dual Degree Programs**

#### **MSN/PhD Dual Degree Program**

Students must be accepted into both programs. They select an MSN major or clinical specialty and may take MSN and PhD courses concurrently. Up to 8 credits of course overlap are allowed, depending on the clinical MSN major.

#### **DNP/PhD Dual Degree Program**

Students must be accepted into both programs and must meet course requirements for both doctorates with an overlap of up to 11 credits. Students develop proposals for the DNP thesis project and PhD dissertation concurrently in order to facilitate timely completion of both degrees.

## **Other Student Categories**

### **Non-Degree Students**

An applicant with basic preparation in nursing may apply to register as a non-degree student for up to 9 credits. After your application is received and approved, you will receive further instructions via e-mail on how to register via the Student Information System (SIS).

For those wishing to take PhD courses, the applicant must obtain written permission from the faculty teaching the course and the PhD Program Director in the FPB School of Nursing for those taking PhD courses.

Contact the Graduate Studies Office (<http://www.case.edu/gradstudies>) at 216-368-4390.

For those wishing to take MSN or post-MSN DNP courses, the applicant must complete our online application and receive permission from the appropriate program director before being permitted to enroll in the course. Once the application has been submitted, the student will be notified if permitted to enroll into the course.

Continuation of this status is at the discretion of FPB's administrative officer. Status as a non-degree student does not imply acceptance into FPB. If the non-degree student applies for admission to FPB, coursework completed as a non-degree student will be evaluated on an individual basis for its applicability to degree requirements within the time frame for the degree.

Clinical courses may **not** be taken as a non-degree student.

### **Special Students**

Special students are those who take a series of courses designed to meet their particular career goals. These students must meet the admission requirements for the program in which the majority of classwork will be completed. Status and performance will be reviewed after one year. Students completing MSN courses to obtain a certificate in any advanced practice nursing major will be admitted as special students.

If a special student decides to pursue a graduate degree, the approval of the Associate Dean of Academic Programs must be obtained. Entrance into the degree program will be considered the date when the student enrolled in the first coursework as a special student. These courses must have been taken within the last five years. If more than five years have elapsed since the coursework as special student was done, the student must meet the current academic requirements for the major selected.

### **International Students**

International students are welcome to enroll in any educational program. All prospective students must meet the admission requirements for the program that they select. English translations of transcripts are required. It is recommended that applications be submitted 9 to 12 months prior to the desired date of enrollment.

Each applicant for graduate programs must document the ability to speak, read, and write English as evidenced by satisfactory performance on the Test of English as a Foreign Language (TOEFL). The International English Language Testing System (IELTS) is also accepted.

Test information can be obtained at: [www.toefl.org](http://www.toefl.org) (<http://www.toefl.org>) and [www.ielts.org](http://www.ielts.org) (<http://www.ielts.org>)

Students whose native language is English are exempt. For those whose native language is not English, the minimum acceptable scores are:

- Internet-based TOEFL: 90
- Paper-based TOEFL: 577
- IELTS: 7.0
- <https://nursing.case.edu/apply/international/>

Additional requirements for international students:

- International students must present evidence of adequate financial resources to meet the expenses of full-time study as well as travel to and from Cleveland. Financial assistance from FPB is limited. Each student will need a sponsor who will provide full financial support. Each sponsor is required to document their ability to support the



student, including costs of tuition and fees, room and meals, books, incidentals, and travel expenses. <http://www.case.edu/gradstudies/new-students/important-first-steps>

- For the MSN and post-graduate certificate programs, excluding the Nurse Educator option, prospective students **must** be eligible for licensure as a registered nurse (RN) **before** enrollment. To obtain RN licensure, the student can either 1) obtain licensure in a state other than Ohio and apply for reciprocity in Ohio, or 2) sit for the licensure examination (NCLEX-RN) in Ohio. For information on how to become licensed in any state, you must obtain information from the specific state where you wish to become licensed. For the individual addresses of each State Board of Nursing, go to the National Council of State Boards of Nursing website (<http://www.ncsbn.org>) and then go to "Boards of Nursing."
- For additional information about obtaining a US visa visit the following site: <http://www.case.edu/gradstudies/new-students/important-first-steps>

Students may also write to:

National Council of State Boards of Nursing  
111 East Wacker Dr.  
Suite 2900  
Chicago, IL 60601-4277  
Telephone: 312.525.3600

Once admitted to FPB, an application form for a student visa will be sent to the student. Upon enrollment at the university, the student must subscribe to the Student Medical Insurance Plan or have proof of other medical insurance coverage.

## Nursing Centers of Excellence

### Unparalleled Opportunities

The Centers of Excellence at the Frances Payne Bolton School of Nursing expose students first-hand to nursing research, global health care systems, evidence-based practice, initiatives in aging care, self-management, end-of-life science, inclusion of persons with disabilities into research, and flight nursing.

#### **Sarah Cole Hirsh Institute for Best Nursing Practices Based on Evidence** (<https://nursing.case.edu/hirsh>)

The Sarah Cole Hirsh Institute for Evidence Based Practice is an endowed research and training institute to promote implementation of evidence into clinical practice. Established in 1998 with the generous endowment by Sarah Cole Hirsh (<https://case.edu/nursing/research/centers-of-excellence/sarah-cole-hirsh-institute/about-the-hirsh-institute>), the center focuses on education, research, and innovation in EBP implementation for students, and current clinicians. In close collaboration with the Quality Safety Education for Nurses Institute, the center's key objective is to increase implementation of EBP guidelines and promote quality, safety and reduce cost of care. The Institute also promotes to disseminate advanced management of HIV care to the Northeast Ohio provider community through its annual conference.

#### **The University Center on Aging and Health (UCAH)** (<https://case.edu/nursing/research/centers-of-excellence/university-center-on-aging-health>)

By the year 2040, a staggering number (approximately 21.7%) of the US population will be persons 65 years of age and older. Elder care is projected to be the fastest growing employment sector within the health care industry. UCAH at Case Western Reserve University serves international,

national, and local communities by providing an interdisciplinary platform for gerontological education, research, and services. A key objective of UCAH is to increase the number of students studying gerontology; and utilize its partnerships to promote interdisciplinary collaboration in research and education.

#### **Center of Excellence for Self-Management Advancement through Research and Translation (SMART)** (<https://case.edu/nursing/research/centers-of-excellence/smart-center>)

The SMART Center is a National Institute of Nursing Research/National Institute of Health-funded Center of Excellence to build the Science of Self-Management. The SMART center engages in interdisciplinary collaboration and partnerships to develop and support programs of research regarding self-management of health and illnesses. A recent focus of the SMART Center is to expand knowledge related to the brain-behavior connections associated with self-management. Its goals are to expand knowledge related to self-management through interdisciplinary investigations of self-management, expand the number of research projects aimed at improving our scientific understanding of the brain-behavior connections specific to self-management of health and illness, increase the number of investigators conducting research targeted at the brain-behavior connections specific to self-management of health and illness, and to serve as a national leader in research and dissemination of research findings to the scientific communities.

#### **Full Inclusion of Persons with Disabilities in Self-Management Research (FIND) Lab** (<https://case.edu/nursing/research/centers-of-excellence/findlab>)

The FIND Lab's mission is to promote the full inclusion of persons with disabilities in mainstream health care research through use of Universal Design of Research and to encourage research on the general health care needs of persons with disabilities. It is funded by the National Institutes of Nursing Research/National Institute of Health. Services are provided to researchers about the design and conduct of research so that persons with sight, hearing and mobility impairment can be included in mainstream research. Consultation regarding intervention design, recruitment, and data collection methods is provided.

#### **The Dorothy Ebersbach Academic Center for Flight Nursing** (<https://nursing.case.edu/flight>)

The Dorothy Ebersbach Academic Center for Flight Nursing, formerly the National Flight Nurse Academy, serves as part of the MSN program's Adult-Gerontology Acute Care Nurse Practitioner Flight Nursing subspecialty. It is the first formal training program of its kind to prepare nurses at the advanced practice level to provide care to individuals outside of hospitals, but at a hospital level of care.

#### **Quality and Safety Education for Nurses (QSEN) Institute** (<http://qsen.org>)

The QSEN Institute is a comprehensive, competency based resource center for faculty and clinical nurse educators to empower nurses with knowledge, skills, & attitudes to improve quality & safety across healthcare systems (QSEN.org (<http://qsen.org>)). QSEN addresses the challenge of educating nurses with the knowledge, skills, and attitudes (KSA) necessary to continuously improve the quality and safety of the healthcare systems in which they work.

The QSEN Institute hosts a National Conference each year which is designed to attract innovators and nurture faculty and nursing leaders for the improvement of quality and safety education. The conferences highlights innovations in curricular design and teaching strategies that accomplish QSEN competency development. Research related to quality and safety education in pre-licensure, advanced practice programs and



clinical practice is also shared. Learn all that QSEN has to offer here.  
(<http://www.qsen.org>)

## School of Nursing Faculty

### Professors

Barbara J. Daly, PhD, RN, FAAN  
(Bowling Green University)

*Professor of Nursing; and Gertrude Perkins Oliva Professorship in Oncology Nursing*

Sara Douglas, PhD, CRNP  
(Illinois State University)

*Assistant Dean for Research; and Arline H. and Curtis F. Garvin Professorship in Nursing*

Donna A. Dowling, PhD, RN  
(University of Illinois)  
*Professor of Nursing*

Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN  
(New York University)  
*The Elizabeth Brooks Ford Professor of Nursing*

Faye A. Gary, EdD, RN, FAAN  
(University of Florida, Gainesville)  
*The Medical Mutual of Ohio Kent W. Clapp Chair and Professorship in Nursing*

Mary E. Kerr, PhD, RN, FAAN, FCCM  
(Case Western Reserve University)  
*The May L. Wykle Professor of Nursing*

Susan M. Ludington, PhD, FAAN  
(Texas Woman's University)  
*The Carl W. & Margaret Davis Walter Professor of Pediatric Nursing*

Shirley M. Moore, PhD, RN, FAAN, FAHA  
(Case Western Reserve University)  
*Associate Dean for Research and Edward J. and Louise Mellen Professor of Nursing*

Carol M. Musil, PhD, RN, FAAN, FGSA  
(Case Western Reserve University)  
*The Marvin E. and Ruth Durr Denekas Professor of Nursing*

Mary T. Quinn-Griffin, PhD, RN, CNE, FAAN, ANEF  
(Case Western Reserve University)  
*Professor of Nursing*

Mary Terhaar, DNSc, RN, ANEF, FAAN  
(The Catholic University of America)  
*Associate Dean for Academic Affairs and Arline H. and Curtis F. Garvin Professor of Nursing*

Joachim G. Voss, PhD, ACRN, FAAN  
(University of California San Francisco)  
*The Sarah C. Hirsh Professorship*

Jaclene A. Zauszniewski, PhD, RN-BC, FAAN  
(Case Western Reserve University)  
*The Kate Hanna Harvey Professor in Community Health Nursing; Director, PhD Program*

### Associate Professors

Celeste M. Alfes, DNP, MSN, RN, CNE, CHSE-A  
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*Associate Professor of Nursing*

Christopher Burant, PhD, MACTM, FGSA  
(Case Western Reserve University)  
*Associate Professor*

Elizabeth G. Damato, PhD, RN, CPNP-PC  
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*Associate Professor of Nursing*

Marguerite DiMarco, PhD, RN, CPNP, FAAN  
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*Associate Professor of Nursing*

Mary A. Dolansky, PhD, RN, FAAN  
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Evelyn G. Duffy, DNP, AGPCNP-BC, FAANP  
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*Associate Professor of Nursing*

Ronald Hickman, PhD, RN, ACNP-BC, FAAN, FNAP  
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Patricia A. Higgins, PhD, RN, FGSA  
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Carol Kelley, PhD, RN, CNP  
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*Associate Professor*

Irena L. Kenneley, PhD, RN, CNE, CIC, FAPIC  
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Cheryl M. Killion, PhD, RN, FAAN  
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Deborah F. Lindell, DNP, RN, CNE, ANEF  
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*Associate Professor of Nursing*

Marilyn J. Lotas, PhD, RN, FAAN  
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Diana L. Morris, PhD, RN, FAAN, FGSA  
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*Florence Cellar Associate Professor of Gerontological Nursing*

Maryjo Prince-Paul, PhD, APRN, ACHPN, FPCN  
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Carol Savrin, DNP, RN, FNP, BC, CPNP, FAANP  
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Amy Y. Zhang, PhD  
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*Associate Professor of Nursing*

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## Assistant Professors

Amelia L. Bieda, PhD, APRN, PNP-NC, NNP-BC  
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*Assistant Professor of Nursing*

Latina Brooks, PhD, CNP, MSN  
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*Assistant Professor*

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*Assistant Professor*

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## Instructors

Angela Arumpanayil, MSN, RN, AGACNP-BC, CCRN  
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*Instructor of Nursing*

Elizabeth Zimmerman, DNP, RN, CHSE  
(Case Western Reserve University)  
*Instructor of Nursing*

## School of Nursing Courses

### NUAN Courses

#### **NUAN 449. Chemical and Physical Properties of Anesthesia. 1 Unit.**

Introduction and elaboration of basic chemical and physical principles as they relate to clinical nurse anesthesia practice. An in-depth study of organic and biochemical principles, structure/activity, relationships and their significance in pharmacology. Emphasis will be on the integration and practical application of these principles to clinical nurse anesthesia practice.

#### **NUAN 450. Pharmacological Strategies in Anesthesia Practice. 1 Unit.**

Application of pharmaco-kinetic and pharmaco-dynamic principles as they relate to specific anesthetic and adjunct drugs used in anesthesia practice. Integration of this information into clinical area regarding anesthetic uses, dosages, and side effects of these classes of drugs is emphasized. Coreq: NUAN 449.

#### **NUAN 451. Physiological Variables and Responses I: Respiratory System. 1 Unit.**

A detailed study of the anatomic structures and related physiochemical mechanisms governing respiratory function in health and disease. Assess the functional integrity of this system utilizing all pertinent objective and subjective data. Consider the impact of anesthetic agents and techniques on this system and how one can plan an anesthetic to facilitate health-seeking behaviors as a patient attempts to attain, maintain or regain optimal health. The effects of anesthesia, implications and for all types of surgery, and the impact on the respiratory system will be discussed. Prereq: NUAN 459 and NURS 453.

#### **NUAN 452. Physiological Variables and Responses: The Cardiovascular System. 1 Unit.**

A detailed study of the anatomic structures and related physiochemical mechanisms governing cardiovascular function in health and disease. Assess the functional integrity of this system utilizing all pertinent objective and subjective data. Consider the impact of anesthetic agents and techniques on this system and how one can plan anesthetic to facilitate health-seeking behaviors as patients attempt to attain, maintain, or regain optimal health. Implications for all types of surgery in view of effect of anesthesia on cardiovascular system, however, special attention on surgery involving this specific system. Coreq: NUAN 459 and NURS 453.

#### **NUAN 453. Physiological Variables and Responses III: Peds, OB, Endo & Geriatrics. 1 - 5 Units.**

Study of health-seeking behaviors and intervening variables with special consideration of the anatomy, physiology, and pathophysiology of the pediatric and obstetric, endocrine and geriatric patient. Focus will be on the integration of this information into the nurse anesthesia care to support the health-seeking behaviors of these patients. Prereq: NUAN 451 and NUAN 452.

#### **NUAN 454. Physiological Variables and Responses IV: Renal and Neurologic Systems. 3 Units.**

Systematic investigation of the physiologic factors related to health-seeking behaviors with special emphasis on pathophysiology of the renal and neurologic systems. Focus will be on the integration of this knowledge into the planning, implementation, and evaluation of patients requiring nurse anesthesia intervention. Prereq: NUAN 453.

#### **NUAN 455. Anesthesia Nursing I. 1 Unit.**

An introduction to the art and science of nurse anesthesia including basic anesthetic principles and beginning clinical practicum to introduce the student to anesthetic equipment and operating room environment. This course is designed to give the student practical information regarding administration of safe anesthesia.

#### **NUAN 456. Anesthesia Nursing I. 1 Unit.**

Progressive, guided instruction on the clinical and ethical management of clients undergoing all forms of anesthesia. This course is designed to prepare the nurse in the administration of a safe, routine anesthetic with a moderate amount of instructor intervention. Prereq: NUAN 458 and NUAN 459.

#### **NUAN 457. Anesthesia Nursing III. 1 Unit.**

Graduated, guided instruction in clinical management of clients receiving various types of anesthesia. Focus is on the preparation and planning for anesthesia utilizing Schlotfeldt paradigm. Includes actual administration of anesthesia for clients exhibiting more complicated pathophysiology. More advanced technical instruction and experience. Correlation of didactic and clinical materials, as well as continuous evaluation of student progress are integral to this course. Prereq: NUAN 456.

#### **NUAN 458. Principles of Anesthesia I. 2 Units.**

An introduction to the art and science of nurse anesthesia, including basic anesthetic principles, chemical and physical properties of anesthesia, and basic Anesthetic pharmacology. This course is designed to introduce students to basic anesthesia safety, Anesthesia practice, and the operating room environment. Coreq: NURS 459.

#### **NUAN 459. Principles of Anesthesia II. 2 Units.**

In-depth study of principles of regional anesthesia and pain management. Emphasis is placed on relevant anatomy and physiology, preoperative assessment and appropriate patient selection, appropriate use of equipment, pharmacology of commonly used medications, techniques for administration, and physiologic alterations/complications. Prereq: NUAN 458.

#### **NUAN 460. Advanced Principles of Anesthesia 1. 3 Units.**

An in-depth exploration of the anatomy, physiology, and pathophysiology of the cardiovascular, respiratory, and hematologic systems in the context of anesthesia care. Implications of cardiovascular, respiratory, and hematologic disease for all types of surgery are explored, with emphasis on anesthetic management of surgical procedures related to these systems. Prereq: NUAN 459.

#### **NUAN 461. Advanced Principles of Anesthesia 2. 2 Units.**

An in-depth exploration of the anatomy, physiology, and pathophysiology of the renal, endocrine, and neurologic systems in the context of anesthesia care. Implications of renal, endocrine, and neurologic disease for all types of surgery are explored, with emphasis on anesthetic management of surgical procedures related to these systems. Prereq: NUAN 460.

**NUAN 462. Advanced Principles of Anesthesia 3. 3 Units.**

An in-depth exploration of the anatomy, physiology, and pathophysiology of pediatric, obstetric, and geriatric patients within the context of anesthesia care. Implications of physiologic changes across the lifespan are explored, with emphasis on the anesthetic management of anesthetic and surgical procedures related to these patient populations. Prereq: NUAN 461.

**NUAN 551A. Nurse Anesthesia: Advanced Practice IA. 2 Units.**

Individual, in-depth study of advanced clinical nurse anesthesia in such specialty areas as neurosurgical, cardiovascular, obstetric and pediatric anesthesia. The nurse learns to handle more difficult, specialized patients who are at a higher risk. Emphasis is on more complex management with advanced monitoring techniques, use of pharmacological agents and handling higher stress situations. Students develop and utilize practical clinical applications of nurse anesthesia theory. Students are individually assigned to specialty areas and are formally evaluated at the end of each rotation. Prereq: NUAN 462.

**NUAN 551B. Nurse Anesthesia: Advanced Practice IB. 1 Unit.**

Individual, in-depth study of advanced clinical nurse anesthesia in such specialty areas as neurosurgical, cardiovascular, obstetric and pediatric anesthesia. The nurse learns to handle more difficult, specialized patients who are at a higher risk. Emphasis is on more complex management with advanced monitoring techniques, use of pharmacological agents and handling higher stress situations. Students develop and utilize practical clinical applications of nurse anesthesia theory. Students are individually assigned to specialty areas and are formally evaluated at the end of each rotation. Case presentations and group discussion designed to assist the student in conceptualizing, analyzing and evaluating various nurse anesthesia strategies as they relate to the client's health seeking behaviors and goals are also emphasized. Prereq: NUAN 551A.

**NUAN 551C. Nurse Anesthesia: Advanced Practice I. 1 - 5 Units.**

(See NUAN 551A.) Prereq: NUAN 551B.

**NUAN 552. Nurse Anesthesia: Advanced Practice II. 1 - 5 Units.**

The continuation of advanced, independent clinical nurse anesthesia administration. Emphasis is on management of higher risk patients for more difficult procedures, performing total anesthetic care with minimum of anesthesiologist supervision, and readiness for transition from student to graduate status. Prereq: NUAN 551A and NUAN 551B and NUAN 551C.

**NUED Courses****NUED 402. Common and Acute Health Problems of Children for Nursing Education. 3 Units.**

This course introduces the common and acute health problems occurring in infancy through adolescence using a bio/psycho/social/cultural approach. Pathophysiology, assessment and teaching strategies specific to acute and common problems in children will be emphasized. Education strategies used to enhance, maintain and restore health will be discussed. Prereq: NUNP 401.

**NUED 403. Management of Complex Chronic Problems in Children for Nursing Education. 3 Units.**

This course focuses on the primary and rehabilitative health care concepts specific to the management of complex, multi-dimensional health problems experienced by infants, children and adolescents within the context of their family and community environments. Emphasis will be placed on the educational approaches to promote interprofessional communication. Prereq: NUED 402.

**NUED 419. Family Health Nursing: Health of Adults and Older Adults. 3 Units.**

This course introduces the student to the practice of primary health care of adults and older adults. The course includes principles of growth and development, health promotion, disease prevention and management of common acute and chronic health problems. Emphasis is placed on the biological, psychological, social and cultural aspects of care. Pathophysiology, assessment and diagnostic techniques specific to the acute and common problems are stressed. Nursing strategies related to health problems used to enhance, maintain, and restore health are emphasized. Health seeking behaviors and the impact of the family on the adult and older adult are stressed. Prereq: NURS 459. Coreq: NURS 430.

**NUED 431. Advanced Oncology Nursing. 2 Units.**

The emphasis of this course is on the genetic basis and pathophysiology of cancer, and common treatment modalities. Advanced practice nursing responsibilities in all phases of cancer care (prevention, detection, diagnosis, treatment, survivorship, and end of life) will be discussed. Traditional, experimental, and complementary treatment modalities will be explored in relation to mechanisms of action, efficacy, and short and long-term side effects. Strategies for addressing health promotion and problem management in promoting quality of life for patients with cancer will be critically evaluated Prereq: NUED 419.

**NUED 432. Common & Acute Health Problems of the Adult and Older Adult. 3 Units.**

This course introduces the common and acute health problems occurring across the adult life span. A problem-oriented approach is used with emphasis on the biological, psychological, social, and cultural aspects of care. Pathophysiology, pharmacology, assessment, and diagnostic strategies specific to the acute and common problems of adults and older adults will be included. Nursing strategies used to enhance, maintain, and restore health will be emphasized. Prereq: NURS 459 and NUNP 410. Coreq: NURS 430.

**NUED 434. Advanced Management in Adult and Older Adult Primary Care. 3 Units.**

This course focuses on the health care concepts specific to the management of complex multidimensional health problems experienced by adults, older adults within the context of their family and community environments. Pathophysiology, assessment, and diagnostic strategies specific to complex health problems are emphasized. The selection of management strategies used to enhance outcomes will be stressed. Prereq: NUED 449.

**NUED 438. Foundations in Acute Care Nursing of Adults and Older Adults for Nursing Education. 3 Units.**

The course focuses on establishing elements of acute care and critical care nursing practice assessment and diagnostic reasoning across the continuum of healthcare services. Content is designed to develop application of specialized physiologic and psychological knowledge to meet needs of adults and older adults with complex acute and/or chronic health conditions as a basis for teaching acute and critical care nursing. Advanced pathophysiology is strongly recommended. Prereq: NURS 459.

**NUED 443. Acute Health Problems of Adults and Older Adults. 4 Units.**

Emphasis in this second of sequenced Adult-Gerontology Acute Care Nursing education courses is on the pathophysiology, assessment, and diagnostic approaches to adults and older adults with complex acute and chronic health disorders that manifest with physiologic instability. The content focuses on further development of diagnostic reasoning, clinical judgment, caring practices, and collaboration in health care systems that deliver acute and critical care nursing.



**NUED 444. Management of Acutely Ill Adults and Older Adults for Nursing Education. 2 Units.**

This course focuses on concepts specific to complex, multi-dimensional health problems of acute and critically ill adults and older adults. Content focuses on management of patients with complex health problems and life-threatening conditions across the entire adult spectrum. Prereq: NUED 443.

**NUED 449. Primary Care of the Older Adult. 3 Units.**

This course will focus on the assessment of the older adult's nutritional needs, functional status, mental status (cognitive and affective), social support systems, and caregiver stress. These factors are analyzed in various environments, such as acute care, ambulatory care, home care, day care, long-term care, and rehabilitation. Epidemiological and health behavior models are used to assess health risks, assist with problem identification, primary, secondary, and tertiary prevention strategies. Cultural, ethnic, and developmental issues are addressed. Concepts, assessment strategies, interventions and evaluation approaches specific for older adults are identified. Prereq: NUED 432.

**NUED 454. Well Woman Health Care. 2 Units.**

The focus of this course is the application of theory, practice and research for promotion of health and wellness in the assessment and management of common gynecologic and family planning issues encountered by a diverse population of women in ambulatory settings. Emphasis is on promotion of health behaviors, identification and management of deviations from normal, anticipation of problems and the importance of consultations, referrals and collaborative management. Culturally appropriate interventions are integrated throughout. Prereq: NURS 459.

**NUED 455. The Childbearing Family. 2 Units.**

The focus of this course is the application of theory, practice and research in promotion of health and wellness of childbearing women using a family-centered approach. Emphasis is on normal aspects of pregnancy, promotion of health behaviors, identification and management of deviations from normal, anticipation of problems and the importance of consultations, referrals and collaborative management. Prereq: NUED 454. Coreq: NURS 430.

**NUED 457. Labor and Birth. 3 Units.**

The focus of this course will be the application of theory and research to evaluate how evidence-based care promotes the health and well-being of childbearing women, newborns and their families during intrapartum and the immediate postpartum period. Emphasis will be placed on the health-seeking behaviors of the mother and her family using a holistic approach that respects cultural, ethnic, and racial diversity in the provision and evaluation of care. The student will learn to identify normal processes, anticipate and identify complications, and to demonstrate the importance of consultations, referrals, and collaborative management. Prereq: NUED 455.

**NUED 509. Curriculum and Instruction. 3 Units.**

The purpose of this course is to explore the theoretical underpinnings of education and to examine innovative approaches to critical thinking. Students are provided the opportunity to analyze philosophies and principles of education along with teaching and learning styles. The focus of this course is on curriculum planning and development congruent with the philosophy and objectives of a nursing program. Curriculum development includes determination of program and course objectives, along with selection and organization of appropriate learning experiences to meet these objectives. Techniques for instruction in the classroom, laboratory, and clinical settings are explored.

**NUED 559. Primary Care in Women's Health. 2 Units.**

In this course, students gain knowledge needed to assess and manage primary health care problems commonly encountered by diverse populations of women in ambulatory settings. This course prepares the student to use the problem solving approach to assist individuals with common acute and chronic health problems. Culturally appropriate health promotion and disease prevention are integrated throughout. Students are introduced to the dynamics of the managed care environment. Prereq: NUED 455.

**NUED 609. Theoretical Foundations of Educational Testing and Evaluation. 2 Units.**

In this course, an overview of educational measurement and evaluation is provided. Methods of evaluating teaching effectiveness, student learning, and student performance are explored. Prereq: NUED 509.

**NUMN Courses****NUMN 400. Guided Study. 1 - 6 Units.**

Selected topics in basic nursing. May include clinical experiences.

**NUMN 401. Introduction to the Discipline and Practice of Nursing. 6.5 Units.**

This course is an introduction to the discipline and practice of nursing. Factors influencing health and illness will be explored. Selected nursing strategies and interventions designed to support the maximum health potential of the adult client will be incorporated into lab sessions and practiced in acute care and other settings as arranged. Historical, societal, and legal influences on nursing and the role and functions of the professional nurse will be examined. Coreq: NUMN 402 and NUMN 410.

**NUMN 402. Pharmacology for the Advanced Generalist Nurse. 3 Units.**

This course is an introduction to the principles of pharmacology and pharmacotherapeutics, including characteristics of the major drug classifications with emphasis on drug action and adverse effects. Students will apply knowledge of pharmacology to implications for safe, patient-centered nursing care. Coreq: NUMN 401 and NUMN 410.

**NUMN 403. Introduction to Nursing Informatics. 1 Unit.**

This course will introduce students to the concepts of health informatics and the role nurses play in the management of information within the health care setting. Foundational knowledge that supports clinical practice, education, research, and administration will be studied as well as core models and theories of nursing informatics. Students will develop an awareness of the importance of nursing involvement in the design, implementation, and use of information systems and other technologies. Coreq: NUMN 401.

**NUMN 405. Pathophysiology for the Advanced Generalist Nurse. 3 Units.**

This course in clinical pathophysiology examines the biological basis and pathophysiological outcomes of selected disease processes that alter human physiologic and cognitive function. Students will relate the pathogenesis of selected disease conditions and pathologic states to their risk factors, symptomatology, and prevention. Prereq or Coreq: NUMN 401.

**NUMN 406. Nursing Care of Older Adults in Health and Illness. 2.5 Units.**

This course will explore the concept of aging in health and illness with an emphasis on the older adult as an individual with the capacity to grow and develop. Theories of aging, geriatric syndromes, and the multiple interacting determinants influencing the health of older adults will be examined. Students will design and implement theory and evidence-based, safe, patient-centered nursing interventions tailored to the unique needs of older adults. Prereq or Coreq: NUMN 401 and NUMN 410.

**NUMN 407. Acute Care Nursing of the Adult. 8.5 Units.**

The focus of this course is the integration of the nursing process in clinical practice. Human responses to significant health events and alterations are analyzed. Application of relevant physiology, psychosocial dimensions, and pharmacology are included. Particular emphasis is placed on nursing strategies, interventions, and the evaluation of their effectiveness in the care of the acutely ill adult. Prereq: NUMN 401 and NUMN 410.

**NUMN 409. Advanced Generalist: Health Policy, Advocacy, and Economics. 1.5 Unit.**

This course is designed to address professional role development of the advanced generalist nurse. In this course, students will examine economics, health policy, and advocacy and the role of the advanced generalist nurse as political activist and policy advocate within the U.S. health care delivery systems of care. Policies that influence health care economics, safety, and quality will be investigated. Prereq: NUMN 414.

**NUMN 410. Health Assessment for the Advanced Generalist Nurse. 2.5 Units.**

This course uses a comprehensive, system-by-system, patient-centered approach to provide students with assessment and interviewing skills required for practice as an advanced generalist nurse. Students will apply critical thinking to make decisions regarding utilization of assessment findings including communication of the findings to the patient. Coreq: NUMN 401.

**NUMN 411. Introduction to Public Health Nursing. 3 Units.**

This course introduces the student to the principles and practice of public health nursing. An ecological perspective of the determinants of health will be used to examine the influence of society and communities on the health of individuals and groups. Culturally-relevant, asset-based strategies will be used to plan and implement public health nursing interventions. Coreq: NUMN 401.

**NUMN 413. Issues and Ethics in Health Care. 2 Units.**

This course introduces students to the principles underlying ethical issues and methods of rational decision making. Fundamental theories will be reviewed and applied through case analyses to address ethical dilemmas common to modern health care.

**NUMN 414. Concepts in Nursing Management. 2.5 Units.**

This course focuses on the study of basic concepts related to management in nursing and working with multidisciplinary teams in the provision and coordination of care. Concepts of nursing management including; planning, organizing, staffing, delegating, and budgeting within healthcare settings will be discussed. Coreq: NUMN 407.

**NUMN 415. Parents and Neonates in Health and Illness. 4.25 Units.**

This course introduces biological, psychosocial, and developmental concepts applicable to the nursing care of women, newborns, and families during the childbearing cycle. Emphasis is placed on assessment and identification of health needs as parents and neonates respond to the changes inherent in the childbearing cycle. Strategies related to nursing care of parents and neonates are discussed. The clinical experience focuses on the direct application of these concepts and strategies in the care of patients in various perinatal settings. Prereq: NUMN 407. Coreq: NUMN 414.

**NUMN 416. Children and Families in Health and Illness. 4.25 Units.**

This course is the study of children from infancy through adolescence and their health status from a developmental perspective. Emphasis is on healthy children as well as those with common acute and chronic illness within the context of their family environment. Nursing strategies focus on interventions to promote, restore, and maintain health and foster growth and development. These strategies are based on understanding advanced concepts of children's and families' responses in health and illness. Prereq: NUMN 407. Coreq: NUMN 414.

**NUMN 417. Psychiatric Mental Health Nursing. 4 Units.**

This course is designed to address psychiatric nursing concepts related to mental illness and addiction. The focus is on achieving optimal health for clients with acute and chronic psychiatric disorders using interpersonal techniques and applying the nursing process. Nursing strategies that are appropriate for assessment and intervention with individuals, families, and groups to facilitate optimal mental health and recovery will be discussed and evaluated. Prereq: NUMN 407

**NUMN 418. Intro to Critical Care Nursing. 7 Units.**

The focus of this course is on integrating the knowledge and skills required to safely and effectively provide quality patient care in the critical care setting. Emphasis is placed on implementation of the nursing process and standards of practice required to care for critically ill patients and their families. The didactic component includes topics on current practice and trends in critical care nursing. The clinical component provides students with opportunities to implement the roles and functions of the advanced generalist nurse. Prereq or Coreq: NURS 502.

**NUMN 419. Advanced Generalist Nurse Leadership. 2.5 Units.**

This course is part of the concentration in leadership for safe quality healthcare. It provides students with clinical practice opportunities to synthesize knowledge, skills, and attitudes, and implement the roles of the advanced generalist nurse as leader for evidence-based quality healthcare for populations across the continuum of care. Coreq: NURS 451, NURS 502, and NUMN 409.

**NUMN 420. Clinical Immersion. 1 Unit.**

This clinical immersion will build on previous MN clinical and didactic coursework and provide opportunities to integrate and apply knowledge and skills in a selected patient population. The course will enhance preparation for entry into professional nursing practice. Coreq: NUMN 418.

**NUND Courses****NUND 401. Introduction to the Discipline and Practice of Nursing. 7.5 Units.**

This course is an introduction to the discipline and practice of nursing. Factors influencing health and illness will be explored. Selected nursing strategies and interventions designed to support the maximum health potential of the adult client will be incorporated into lab sessions and practiced in a variety of settings. Small group seminars will be used to examine historical, societal, and legal influences on nursing and the role of functions of the professional nurse. Coreq: NUND 402 and NUND 410.

**NUND 402. Introduction to Pharmacology. 3 Units.**

This course introduces basic principles of pharmacology and pharmacotherapeutics. A survey of characteristics and uses of major drug groups with an emphasis on nursing implications is presented. Coreq: NUND 401 and NUND 410.

**NUND 403A. Introduction to Nursing Informatics. 1 Unit.**

This course will introduce students to the concept of health informatics and the role nurses play in the management of information in supporting all areas of nursing including clinical practice, education, research, and administration. Using case studies, lecture and class discussion. Students will develop an awareness of the importance of nursing involvement in the design, implementation, and use of information systems and other technologies. Coreq: NUND 401.

**NUND 403B. Nursing and Health Informatics. 1 Unit.**

This is the second of a two part course sequence in Nursing Informatics. The focus of this course is the transdisciplinary nature of informatics in health care and the use of advanced information technologies (IT) to support decision-making, promote safety, and ensure quality in patient care. Current issues in health care policy and legislation relating to health information technology will be discussed. Prereq: NUND 403A.

**NUND 404A. Inquiry A for the Graduate Entry DNP. 2 Units.**

This course provides an introduction to conceptual and theoretical thinking. Students will examine knowledge development in nursing, conceptual structures, and the use of theory in nursing practice and research. Coreq: NUND 401.

**NUND 404B. Inquiry B for the Graduate Entry DNP. 2 Units.**

This course is a continuation of NUND 404A GE Inquiry A. It completes the introduction to conceptual and theoretical thinking and begins examination of the research process in nursing. The student will examine scientific inquiry and scientific investigation, including the research process. Prereq: NUND 404A

**NUND 404C. Inquiry C for the Graduate Entry DNP. 2 Units.**

This course is a continuation of NUND 404B GE DNP Inquiry B. It expands the examination of scientific investigation in nursing and includes data management, analysis, and interpretation; critique of existing research; and implications for nursing practice. Coreq: NUND 404B.

**NUND 408. Introduction to Concepts of Genetics in Nursing. 1 Unit.**

Introduction to the theories and concepts relevant to human genetics and genomics and their applications in health care. Coreq: NUND 407.

**NUND 409A. Professional Role Development: Leadership. 1 Unit.**

This seminar is the second in a series designed to address professional role development. The seminar focuses specifically on leadership development in nursing. Prereq: NUND 407.

**NUND 410. Health Assessment. 2.5 Units.**

Comprehensive introduction to the assessment skills required for a successful nursing practice. Basic skills, such as vital signs, are taught along with a system by system approach to physical examination. Taking a health and psychosocial history is integrated into the course. The course is taught concurrently with anatomy and physiology, concepts of nursing practice, and strategies and interventions for alterations in functioning. Coreq: NUND 401 and NUND 402.

**NUND 411A. Public Health Nursing A. 2.5 Units.**

This is the first of a two course sequence in public health nursing - health promotion-disease prevention for groups, populations, and communities. This course will focus on enhancing the health and health-seeking behaviors of groups and populations. Adult teaching-learning theories and processes will be explored. Coreq: NUND 407.

**NUND 411B. Public Health Nursing B. 2 Units.**

This is the second of a two course sequence in public nursing - health promotion-disease prevention for groups, populations, and communities. This course will focus on enhancing the health and health-seeking behaviors of a selected community Coreq: NUND 411A.

**NUND 450. Applied Statistics. 3 Units.**

This course provides an advanced overview of the assumptions and applications necessary to analyze and interpret questions and research related to clinical practice. Emphasis will be on statistical interpretation of research. During the course, data management, statistical analysis, and data interpretation, as well as univariate, bivariate, and multivariate statistics such as ANOVA and ANCOVA will be examined. The data analysis process will be examined and deconstructed throughout the course. Offered as NUND 450 and NURS 532. Prereq: STAT 201 or equivalent within past 5 years.

**NUND 500. D.N.P. Thesis. 1 - 6 Units.**

Systematic investigation of a clinically based research problem selected by the student for independent study. This includes proposal refinement and acceptance, data analysis and thesis completion under thesis committee supervision. Prereq: NURS 521.

**NUND 504. Theories for Nursing Practice and Scholarship. 3 Units.**

This initial course in the Doctor of Nursing Practice program examines the nature of theory, theory development in nursing, and significant conceptualizations of nursing. Application of mid-range theory to practice, practice change, and scholarship is explored. Recommended preparation: Post Masters graduate standing or permission of faculty.

**NUND 505. D.N.P. Project. 1 - 6 Units.**

Systematic completion of a project based on existing educational or clinical research. The project could include: (1) program needs assessment, (2) development and testing of an assessment instrument/protocol for clients, (3) implementation and evaluation of a new program; or evaluation of a major existing program. The evaluation may include financial, clinical, or educational components as appropriate to the project. The project will be developed under the supervision of the student's N.D. project committee. Prereq: NURS 521.

**NUND 506. Leadership in Organizations and Systems. 3 Units.**

This course introduces the student to organizational design and leadership. The focus is developing skills to effectively lead individuals and teams toward maximizing organizational effectiveness. Elements of this course will include: organization culture, systems, communication, innovation and change.

**NUND 507. Management in Advanced Nursing Practice. 3 Units.**

This course is focused on management entrepreneurial concepts and issues related to advanced nursing practice. Seminars will focus on integrating legal, fiscal, quality improvement, and other intervening variables that affect environments of care. Prereq: NUND 506.

**NUND 508. Health Care Policy and Planning. 3 Units.**

The primary focus of this course is to explore the leadership role of nurses in health policy development and implementation as well as the role of research in health care policy formation and planning. Special emphasis is placed on selected national and international health policy issues that form the socio-political and economic context of nursing care and practice. Ethical dimensions of public policy formulations and implementation are highlighted. Offered as NUND 508 and NURS 609.

**NUND 509. Curriculum and Instruction. 3 Units.**

The purpose of this course is to explore the theoretical underpinnings of education and to examine innovative approaches to critical thinking. Students are provided the opportunity to analyze philosophies and principles of education along with teaching and learning styles. The focus of this course is on curriculum planning and development congruent with the philosophy and objectives of a nursing program. Curriculum development includes determination of program and course objectives, along with selection and organization of appropriate learning experiences to meet these objectives. Effective techniques for instruction in the classroom, laboratory, and clinical settings are explored.

**NUND 510. Application of Health Information Technology and Systems. 1 Unit.**

In this course, an overview of health information technology (HIT) is provided with focus on use of HIT in health care settings and among consumers. Course content includes use and evaluation of HIT by health care providers and patients.

**NUND 530. Research Principles and Methods. 3 Units.**

This course provides an overview of the components of the research process. Application of these principles to traditional as well as non-traditional research problems will be explored. Prereq: NUND 504.

**NUND 531. Approaches to Practice Focused Research. 3 Units.**

This course considers a variety of methods used for practice improvement and research. The applicability of these methods, such as action research, program evaluation and quality improvement, to the change process and to continuous improvement within various venues will be explored. The iterative, participative, and emergent nature of knowledge and practice innovations will be discussed. Prereq: NUND 530.

**NUND 540. Practice Focused Inquiry I. 3 Units.**

This course introduces the student to a variety of approaches that can be used for practice-focused inquiry. Applications of beginning elements of the scholarly process to practice-focused inquiry are reviewed. Elements include development of a problem statement and literature review. Prereq: NUND 504 and NUND 450.

**NUND 541. Practice-Focused Inquiry II. 3 Units.**

This course builds on Practice-Focused Inquiry I. The content expands student understanding of practice-focused methodology, including aims, a conceptual or theoretical framework, setting, sample, sources of data, measures and instruments. The student applies appropriate methodology to the development of a plan for their scholarly practice-focused project. Ethical issues and mechanisms for dissemination of the project results are included. Prereq: NUND 540.

**NUND 607. Advanced Leadership and Management in Healthcare. 2 Units.**

Leadership strategies and competencies for adapting to strategic advances in knowledge, technology, and organizational processes are explored. Emphasis is placed on developing strategic capacity within the dynamics of the competitive healthcare environment. Prereq: NUND 507.

**NUND 609. Theoretical Foundations of Educational Testing and Evaluation. 2 Units.**

In this course, an overview of educational measurement and evaluation is provided. Methods of evaluating teaching effectiveness, student learning, and student performance are explored. Prereq or Coreq: NUND 509.

**NUND 610. Translating Evidence into Nursing Practice. 3 Units.**

This course focuses on methods for developing best practice protocols, and translating them into practice. Prereq: NUND 504.

**NUND 611. Practicum. 1 - 2 Units.**

Under the guidance of the faculty advisor and designated mentor(s), the student will develop, implement and evaluate a specific clinical practice experience that strengthens and expands current expertise. This practicum will synthesize previous coursework. Prereq or Coreq: NUND 504.

**NUND 615. Teaching Practicum. 1 - 6 Units.**

In this preceptored teaching practicum, the student may engage in classroom, laboratory, and clinical teaching assignments in nursing. The student will be expected to use current educational theory and nursing knowledge in completing the practicum experience (minimum 60 hours). Offered as NUND 615 and NURS 621. Prereq: NUND 509 and NUND 609.

**NUND 619. Proposal Development. 1 - 2 Units.**

Under guidance of the student's chair, the student will develop a proposal addressing a practice-based research problem for acceptance by the proposal committee and IRB. Prereq: NUND 610.

**NUND 620. Scholarly Project. 1 - 3 Units.**

Under the guidance of their advisor and committee, the student will complete a systematic investigation of a previously identified problem. The experience will culminate with a written report of the findings. Prereq: NUND 619.

**NUNP Courses****NUNP 401. Development and Health Promotion in Children and Adolescents. 3 Units.**

This course will examine the concepts of development and health promotion in children and adolescents. Concepts and theories from nursing and other related disciplines will be explored. Clinical application of theories and advanced nursing strategies to optimize the health of children, adolescents, and their families will be emphasized in the professional role development of students. Prereq: Enrolled in MSN program.

**NUNP 402. Common and Acute Health Problems of Children. 6 Units.**

This course introduces the common and acute health problems occurring in infancy through adolescence using a bio/psycho/social/cultural approach. Pathophysiology, assessment and diagnostic strategies specific to acute and common problems in children will be emphasized. Nursing strategies used to enhance, maintain and restore health will be discussed. Prereq: NURS 453, NURS 459 and NUNP 410. Prereq or Coreq: NURS 430.

**NUNP 403. Advanced Management in Pediatric Primary Care. 5 Units.**

This course focuses on the primary rehabilitative health care concepts specific to the management of complex, multidimensional health problems experienced by infants, children and adolescents within the context of their family and community environments. Pathophysiology, assessment and diagnostic strategies specific to complex health problems in children are emphasized. The selection of clinical interventions, clinical decision making and evaluation of strategies used to enhance the health outcomes of children and their families will be stressed. Emphasis will be placed on the consultation and referral processes within interdisciplinary and multidisciplinary teams. Prereq: NUNP 402.

**NUNP 405. Foundations for the Neonatal Nurse Practitioner. 3 Units.**

This course introduces the role of the Neonatal Nurse Practitioner and concepts relevant to the management of the neonate. Students analyze nursing strategies to optimize health behaviors in families with neonates. Coreq: NUNP 416.



**NUNP 410. Health Promotion Across the Life Span. 2 Units.**

This course introduces diagnostic reasoning skills related to health promotion, disease prevention, and maintenance of function across the lifespan. Students develop skills that foster wellness in individuals, families, and communities. Epidemiological principles, risk appraisals, and other strategies are incorporated.

**NUNP 412. Health Problems of the Neonate. 4 Units.**

This course will focus on the high-risk neonate. Advanced practice nursing strategies that enhance, maintain, and restore health in ill neonates and their families will be addressed. Diagnostic and therapeutic approaches specific to the neonate will be emphasized. Prereq: NUNP 405 and NUNP 416.

**NUNP 413. Adv Mgmt Acutely Ill Neonate. 3 Units.**

This course will focus on assessment, and diagnostic approaches in implementation of management plans for neonates with acute health problems. Pathophysiologic changes specific to neonates with acute health problems will be incorporated. Concepts related to discharge planning and long-term follow-up will be introduced. Prereq: NUNP 405 and NUNP 412.

**NUNP 414. Neonatal Nurse Practitioner IV. 5 Units.**

This course focuses on the acute and on-going rehabilitative care specific to the management of neonates with complex health problems. Pathophysiology, assessment, and diagnostic approaches specific to complex health problems of preterm infants, infants with chromosomal aberrations, and infants with multidimensional health problems will be emphasized within the context of their family and community environments. Community-based service learning will be stressed along with follow-up of the infant and family during the first year of life. Emphasis will be placed on consultation and referral processes within multidisciplinary teams. Prereq: NUNP 405, NUNP 412 and NUNP 413.

**NUNP 416. Integrated Assessment of the Neonate. 3 Units.**

This course will introduce principles fundamental to the integrated assessment of the neonate. It will stress perinatal history taking including assessment of genetic risks, gestational age assessment, and physical assessment skills. The course will provide the basis for problem identification, decision making, advanced therapeutics, and case management. Coreq: NUNP 405.

**NUNP 419. Family Health Nursing: Health of Adults and Older Adults. 5 Units.**

This course is an introduction to the practice of primary health care of adults and older adults. Principles of health promotion, disease prevention, management of common acute and chronic health problems and the impact of the family are incorporated. Emphasis is placed on the physical, psychological, social and cultural aspects of care. Pathophysiology, assessment and diagnostic techniques specific to the common acute and chronic health problems are integrated. Strategies related to health and illness care are used to enhance, maintain, and restore health. Collaboration with other health care professionals to enhance patient outcomes is explored. Prereq: NURS 453, NURS 459 and NUNP 410. Coreq: NURS 430.

**NUNP 421. Symptom Management I. 1 Unit.**

The emphasis of this course is on holistic care for persons and families, addressing symptoms that interfere with quality of life at all phases: during active-cure-oriented treatment of reversible illness, during life limiting illnesses, and at the end of life.

**NUNP 422. Symptom Management II. 1 Unit.**

The emphasis of this course includes the holistic care of persons and families, addressing symptoms that interfere with quality of life at all phases: during active cure-oriented treatment of reversible illness, during life limiting illnesses, and at the end of life. Contextual factors influencing care delivery will also be addressed. These include interdisciplinary collaborative practice models, financial, ethical, cultural, and legal considerations. The role of advanced practice nurse in promoting quality and safety in the provision of palliative care will be emphasized. Prereq: NUNP 421.

**NUNP 429. Health Promotion & Common Reproductive Health Problems of Adolescents and Adults. 4 Units.**

This course introduces the student to the care of the woman from puberty through menopause and her family. Physical and psychosocial health and deviations before, during, and after the childbearing years are assessed. The course content includes principles of education for childbearing, parenting, and fertility control. Strategies to optimize health-seeking behaviors are identified. Content on pregnancy and postpartum care is integrated into the course. Prereq: NURS 459.

**NUNP 431. Advanced Oncology Nursing. 4 Units.**

The emphasis of this course is on the genetic basis and pathophysiology of cancer, and common treatment modalities. Advanced practice nursing responsibilities in all phases of cancer care (prevention, detection, diagnosis, treatment, survivorship, and end of life) will be discussed. Traditional, experimental, and complementary treatment modalities will be explored in relation to mechanisms of action, efficacy, and short and long-term side effects. Strategies for addressing health promotion and problem management in promoting quality of life for patients with cancer will be critically evaluated. Prereq: NUNP 419.

**NUNP 432. Common & Acute Health Problems of the Adult and Older Adult. 5 Units.**

This course will introduce the common and acute health problems occurring across the adult life span. A problem-oriented approach will be used with emphasis on the biological, psychological, social, and cultural aspects of care. Advanced assessment, and diagnostic reasoning strategies specific to the acute and common problems of adults and older adults will be included. Principles of pathophysiology and pharmacology will be incorporated. Advanced practice nursing strategies to enhance, maintain, and restore health will be emphasized. Prereq: NURS 453, NURS 459 and NUNP 410. Prereq or Coreq: NURS 430.

**NUNP 434. Advanced Management in Adult and Older Adult Primary Care. 5 Units.**

This course will focus on health care concepts specific to the management of complex multidimensional health problems experienced by adults and older adults within the context of their family and community environments. Pathophysiology, assessment, and diagnostic strategies specific to complex health problems will be emphasized. Principles of pathophysiology and pharmacology will be incorporated in the development, implementation, and evaluation of plans of care to enhance patient outcomes. Prereq: NUNP 449.

**NUNP 438. Foundations for Adult-Gerontology Acute Care Nursing. 4 Units.**

The course focuses on establishing elements of advanced nursing practice assessment and diagnostic reasoning across the continuum of healthcare services to meet the specialized physiologic and psychological needs of adults and older adults with complex acute and/or chronic health conditions. Prereq or Coreq: NURS 453 and NURS 459 or students with an MSN and NP certification, permission of faculty.



**NUNP 439. Family Health Nursing: Health of Children and Adolescents. 4 Units.**

In this course students are introduced to the influence of family dynamics in the practice of primary health care of children and adolescents. The course includes the application of the principles of growth and development, disease prevention, health promotion, and management of common acute and chronic health problems in children and adolescents. Clinical application of strategies to optimize health seeking behaviors is emphasized. Collaboration with other health care professionals to enhance patient care is reinforced. Prereq: NUNP 429.

**NUNP 441. Comprehensive Care of the Chronically Ill Adult and Older Adult. 4 Units.**

The focus of this course is on implementation of advanced practice for patients with cancer and other life limiting conditions. Health promotion, health protection, disease prevention, and treatment of patients with cancer and other life-limiting conditions and their families will be included. An interdisciplinary approach to the care of patients and families across the cancer disease trajectory will be addressed. Cultural considerations for diverse populations will be incorporated in the implementation of advanced practice strategies.

**NUNP 443. Acute Health Problems of Adults and Older Adults. 6 Units.**

In this second of sequenced Adult-Gerontology Acute Care Nursing clinical courses, the emphasis is on the pathophysiology, assessment, and diagnostic approaches to adults and older adults with complex acute and chronic health disorders that manifest with physiologic instability. The clinical practicum focuses on further development of diagnostic reasoning, clinical judgment, caring practices, and collaboration in health care systems that deliver acute and critical advanced practice nursing. Prereq or Coreq: NURS 438 and NURS 459 and NURS 453 and NURS 430 or Requisites Not Met permission.

**NUNP 444. Advanced Management of Acutely Ill Adults and Older Adults. 4 Units.**

This third clinical course in the Adult-Gerontology Acute Care Nurse Practitioner sequence focuses on concepts specific to complex, multi-dimensional health problems of acute and critically ill adults and older adults. Clinical practice focuses on the management of patients with complex health problems and life-threatening conditions across the entire adult population. Prereq: NUNP 443.

**NUNP 449. Advanced Practice Nursing Care of the Older Adult. 4 Units.**

This course will integrate the principles of health promotion, disease prevention and rehabilitation in the care of older adults. The assessment of nutritional needs, functional status, mental status, social support systems, and caregiver stress will be addressed. These factors are analyzed in various environments of care. Cultural, ethnic, and developmental issues are addressed. The diagnosis, treatment and management of acute and chronic conditions associated with aging, but that can also occur in younger adults, are presented. Interventions appropriate to restore or maintain an optimal level of function will be included. Palliative and end-of-life care will be addressed. Prereq: NUNP 432.

**NUNP 455. Management of Complex Acute Problems in Children I. 4 Units.**

Application of knowledge, research findings, advanced skills and interventions, including pharmacotherapy, in the management of children with acute, chronic and critical conditions. Critical assessment strategies and management principals will be addressed. Coreq: NUNP 402.

**NUNP 456. Management of Complex Acute Problems in Children II. 5 Units.**

Integration of knowledge, research and advanced skills and interventions in acute care nursing with children with complex, acute, critical and chronic health conditions. Critical assessment strategies and management principals will be addressed including knowledge and skills with technological assessment modalities and procedures commonly associated with care of the acutely ill child. Interpretations, indications, contraindications, and complications will be addressed. Prereq: NUNP 455.

**NUNP 464. Global Clinical Learning. 1 Unit.**

This course will allow the MSN student to engage in clinical work in low and middle income medically underserved communities providing direct patient care under clinical supervision of MSN faculty. Students will prepare for the experience by gaining knowledge of the history and culture of the region, common diseases prevalent in the area and orientation to the site operations. The student will focus on the 1) steps to diagnose, treat and implement a plan of care for area specific diseases; 2) culturally and resource appropriate treatments; 3) dental hygiene and nutrition as they impact the health of the local population. Students will prepare culturally appropriate presentations for local nurses and contribute to the preparation of non-medical members of the team for patient safety using current evidence based practices. Offered as NUNP 464 and NURS 464. Prereq: Enrollment in MSN, DNP or PhD in Nursing Program.

**NURS Courses****NURS 115. Fundamentals of Nursing. 4 Units.**

This course is designed to introduce the student to the practice, profession, and discipline of nursing. Critical historical influences on the development of the profession will be discussed. The relationship between evidence, theory, and nursing care will be explored. Contemporary nursing will be examined with a focus on patient safety, interdisciplinary care, and innovative strategies to attain optimum health. The basic components of the nursing process will be presented as a framework for beginning clinical practice.

**NURS 120. Nursing Informatics I: Introduction. 2 Units.**

This course focuses on the content, flow and processing of patient information and the role of the nurse as the communication gateway for that information. It provides an overview of the key players in the health care information systems environment and how these players impact the care process. The course is designed to build an understanding of basic information technologies and the ways in which a nurse can manage the information to support the delivery of client care.

**NURS 122. Foundations of the Practice II. 3 Units.**

This course builds on the concepts essential to the foundations of nursing practice presented in previous nursing courses. It is designed to focus on strategies, skills, and techniques to obtain a comprehensive individual health history, family health history, and physical examination. Therapeutic interventions based on assessment and scientific knowledge will be performed. BIOL 114, BIOL 116, NURS 110, NURS 111, all with grades of C or better.

**NURS 160. Health Care in the Community. 1 Unit.**

This course is a seminar focused on the delivery of culturally appropriate, community-based health care and on selected issues contributing to the growing disparities in health care outcomes. Students will engage in a field experience in a Cleveland community health facility or school system. The seminar will include sessions devoted to reflection and evaluation of the field experience related to issues contributing to disparities in health care and content related to public health nursing.

**NURS 201. Applied Nutrition in Health and Disease. 2 Units.**

This course builds upon the student's knowledge of human physiology and metabolism. Nutrient requirements are highlighted as well as changes related to different stages in the lifespan. Contemporary nutritional issues will be addressed. Prereq: BIOL 114 and BIOL 116.

**NURS 210. Teaching/Learning in the Community. 1 Unit.**

This course expands on foundational public health nursing concepts to develop student knowledge, skills, and attitudes in providing culturally competent health care to diverse populations using the service learning model. This course explores the relationships between, learning needs, health literacy, teaching/learning interventions and evaluation of learning. Utilizing a balance between knowledge-centered and skill-centered approaches to delivering culturally competent care, students will engage in both traditional classroom and transcultural experiential learning encounters. Prereq: NURS 160.

**NURS 211. Introduction to Pharmacology 1. 1.5 Unit.**

This course is the first of two courses introducing the basic principles of pharmacology and pharmacotherapeutics, including review of characteristics and use of major drug classifications with emphasis on nursing implications. The pharmacological content presented in this course will be coordinated with Nursing Care of the Adult 1 with emphasis placed on patients experiencing co-morbid conditions. Prereq: BIOL 117, CHEM 119, NURS 122. Coreq: NURS 230 and NURS 250.

**NURS 212. Introduction to Pharmacology 2. 1.5 Unit.**

This course is the second of two courses introducing the basic principles of pharmacology and pharmacotherapeutics, including review of characteristics and use of major drug classifications with emphasis on nursing implications. The pharmacological content in this course will be coordinated with Nursing Care of the Adult 2 with emphasis focused on patients experiencing co-morbid conditions. Prereq: NURS 211, NURS 230 and NURS 250. Coreq: NURS 240 and NURS 317.

**NURS 230. Nursing Care of the Adult 1. 5 Units.**

This is the first of two courses focusing on the application of the nursing process to adults and older adults experiencing common acute and chronic health alterations. Special emphasis is placed on patient assessment, diagnostic testing, beginning medication teaching and administration, and other nursing interventions as they relate to caring for adults and older adults with alterations in fluid/electrolyte and acid/base balance, and respiratory, cardiac, genitourinary, and endocrine (diabetes) functioning. Care of the patient in the perioperative setting and care of the patient with cancer are also emphasized. Prereq: BIOL 117, CHEM 119, NURS 122. Coreq: NURS 211, NURS 250.

**NURS 240. Nursing Care of the Adult 2. 4.75 Units.**

This course builds upon the knowledge and skills mastered in NURS 230. Course content and learning opportunities provide students with the information necessary to collaborate with other members of the health care team in providing comprehensive care to adults and older adults. Students are expected to collaborate with members of the health care team to plan and implement interventions and to evaluate patient responses to selected interventions. Special emphasis is placed on patients experiencing co-morbid conditions which include alterations in immunologic, hematologic, gastrointestinal, musculoskeletal, and neurologic functioning. Prereq: CHEM 121, NURS 211, and NURS 230. Coreq: NURS 212.

**NURS 250. Aging in Health and Illness. 2 Units.**

This course will explore the concept of aging as a healthy developmental process with a particular focus on older adults as active, independent and contributing members of the community. Content will include the process of healthy aging, major health problems for which older adults are at risk, and policy issues. Prereq: BIOL 117, CHEM 119, NURS 122. Coreq: NURS 211.

**NURS 260. Evidence Based Public Policy in the Community. 1 Unit.**

This course expands on foundational public health nursing concepts to develop student knowledge, skills, and attitudes in providing culturally competent health care to diverse populations using the service learning model. Utilizing a balance between knowledge centered and skill centered approaches students will apply concepts of team work and collaboration to experiential learning outcomes. Prereq: NURS 160.

**NURS 277. BCLS and First Aid for Health Care Providers. 0 Unit.**

Designed for healthcare professional students, this course follows the American Heart Association Basic Life Support (BLS) for Healthcare Providers Course objectives. It provides a variety of healthcare professional students the ability to recognize several life-threatening emergencies, provide CPR, use an AED, and relieve choking in a safe, timely and effective manner. Basic first aid skills are also included in this course.

**NURS 310. Leadership in the Community. 1 Unit.**

This public health course is designed to develop student knowledge, skills and attitudes in providing culturally competent health care to diverse populations, using the service learning model. Students will explore nursing's role as a community health advocate in the promotion of health and the elimination of health disparities. Utilizing a balance between knowledge-centered and skill centered approaches to delivering culturally competent care, students will apply leadership concepts in both traditional classroom and transcultural experiential learning encounters. Prereq: NURS 210 and NURS 260.

**NURS 315. Parents and Neonates in Health and Illness. 4.5 Units.**

This course focuses on the study of child bearing families and their health-seeking behaviors from a developmental perspective. Content includes nursing knowledge and skills related to assessment of health status of parents and neonates. Nursing strategies focusing on interventions to promote, restore, and maintain health are discussed. Prereq: NURS 212, NURS 240, NURS 317, NURS 342, and SOCI 203.

**NURS 316. Infants, Children, and Adolescents in Health and Illness. 4.5 Units.**

The study of infants, children, and adolescents, and the health-seeking behaviors from a developmental perspective. Emphasis is on healthy infants, children, and adolescents as well as infants, children, and adolescents with common, acute, and chronic illness within the context of their family environment. Nursing strategies focus on interventions to promote, restore, and maintain health and foster growth and development. Prereq: NURS 212, NURS 240, NURS 317, NURS 342, and SOCI 203. Coreq: NURS 315.

**NURS 317. Psychiatric-Mental Health Nursing. 3.75 Units.**

The course is designed to address health-seeking behavior patterns within the context of psychiatric and mental health nursing concepts. The focus is on clients with psychiatric disorders and their mental health. Nursing strategies that are appropriate for assessment and intervention with individuals, families, and groups to facilitate optimal mental health will be discussed and practiced. Prereq: NURS 211 and NURS 230. Coreq: NURS 212.

**NURS 320. Theoretical and Evidence Bases for Best Practice in Nursing. 3 Units.**

This course explores the theoretical and evidence bases for best practices in nursing. The course begins with an overview of the theoretical and philosophical underpinnings of nursing practice and nursing science. The course includes an intensive focus on the concept of evidence based practice and the process of evaluation supporting practice. Additionally, the course introduces evaluation models used to determine the effectiveness and quality of existing practice and to recommend improvements. Counts as SAGES Departmental Seminar. Prereq: STAT 201 or STAT 201R.

**NURS 338. Care of the Adult and Older Adult with Complex Health Alterations. 4.5 Units.**

The purpose of this course is to provide the student with the knowledge and skills to care for one or more complex, acutely ill adult patients, who presents with co-morbid conditions and may be dependent on technologies. This complexity encompasses the physical, psychological, social, spiritual, and ethical domains of care and includes both patient and the family. Prereq: NURS 212, NURS 240, NURS 342 and NURS 317. Coreq: NURS 339.

**NURS 339. Care of the Perioperative Patient. 3.5 Units.**

The purpose of this course is to provide the student with a dynamic learning experience in a perioperative environment to enhance the knowledge, cognitive and psychomotor skills to care for one or more patients undergoing operative or invasive procedures. The Perioperative Patient-Focused Model (AORN, 2008) will provide the framework for this course. This Model addresses patient centered care, patient safety, physiologic responses, and behavioral responses of the patient and family. In addition, content will cover issues of quality and safety, informatics, and identification of evidence based practice within the perioperative context. The clinical setting is interdisciplinary and multidisciplinary with other members of the perioperative team. As a member of this team, the student will develop strategies to inspire team work and collaboration with emphasis on communication, patient advocacy and leadership skills. Prereq: NURS 212, NURS 240, NURS 317 and NURS 342. Coreq: NURS 338.

**NURS 341. Concepts of Management and Leadership. 3 Units.**

This course focuses on the study of basic concepts related to leadership and management in the provision of nursing care. Highlighted units of instruction include organizational culture and structure, leading high performing teams, human and capital resource management, delegation and outcome evaluation. The management functions of planning, organizing, directing and evaluating are explored. Prereq: NURS 315, NURS 316, NURS 338, NURS 339.

**NURS 342. Medical Microbiology, Immunity, and Infectious Disease. 4 Units.**

Introduction to viral, bacterial, rickettsial, fungal and parasitic organisms pathogenic to humans, known to be the etiological agents of infectious diseases. Review of the course, manifestations, pathogenesis, epidemiology and therapies of selected diseases associated with the infectious disease intervening variable. Prereq: BIOL 117 and CHEM 121.

**NURS 343. Issues and Ethics in Health Care. 2 Units.**

This course is designed to introduce the student to the principles underlying ethical issues and methods of rational decision making. Fundamental theories will be reviewed and opportunity provided, using case analysis, to apply the theories in addressing ethical dilemmas common to modern health care. Prereq: NURS 315, NURS 316, NURS 338, and NURS 339.

**NURS 345. Nursing Informatics 2. 2 Units.**

This course builds on information learned in NURS 120, and focuses on the use of informatics in nursing practice, education, and research. The emphasis is on using informatics to solve clinical problems. The course addresses how nursing informatics has evolved as a discipline and explores career options in nursing informatics. Current policy and legislative influences on health care technology are also addressed. Prereq: NURS 120.

**NURS 352. Acute Care 3. 8 Units.**

This course focuses on the knowledge and skills necessary to provide nursing care for patients with complex problems. Emphasis is on nursing strategies designed to provide comprehensive care to patients and their families affected by acute illness. Clinical practice is directed toward the care of acutely ill adults. Prereq: NURS 338 and NURS 339.

**NURS 354. Nursing Care of Critically Ill Adults. 8 Units.**

This course focuses on the integration of knowledge and skills to provide effective and efficient nursing care to critically ill adults. Emphasis is on nursing strategies directed towards the care of the critically ill patient with a focus on use of biomedical technology, planning and managing patient care, and beginning care of patients with complex care needs. Prereq: NURS 338 and NURS 339.

**NURS 356. Nursing Care of Critically Ill Neonates, Infants, and Children. 8 Units.**

This course focuses on the knowledge and skills necessary for beginning practice in the nursing care of critically ill neonates, infants and children. Emphasis is on nursing strategies directed toward the application of basic principles of critical care nursing with attention to special needs of critically ill neonates, infants and children and their families. Prereq: NURS 338 and NURS 339.

**NURS 360. Process Change in the Community. 1 Unit.**

This public health nursing course is designed to develop student knowledge, skills, and attitudes in providing culturally competent health care to diverse populations, using the service learning model, by analyzing key community components that influence health and wellness. Students will explore nursing's role as a community health advocate in the promotion of health and the elimination of health disparities. Utilizing a balance between knowledge-centered and skill-centered approaches to delivering culturally competent care, students will engage in both traditional classroom and transcultural experiential learning encounters. Prereq: NURS 210 and NURS 260.

**NURS 370. Information Technologies in Health. 1 Unit.**

The focus of this course is the application of advanced information technologies in the health care of communities and populations. Building on a base of pre-requisite informatics course knowledge and student clinical experiences, the course will explore contemporary issues in informatics and the ways in which a nurse can manage the information to support the delivery of care to clients, communities, and populations. Prereq: NURS 345.

**NURS 371. Public Health Nursing. 3 Units.**

In this course, students will utilize a problem-based approach to develop knowledge and specific competencies in applying key concepts of public health, public health nursing and epidemiology. Through guided observation and classroom experiences, students will discover strategies to assess, plan, implement and evaluate population-focused programs for health promotion and disease prevention. Prereq: NURS 310 and NURS 360.

**NURS 372. Health in the Global Community. 3 Units.**

This course focuses on an analysis of the forces shaping community and global health patterns. Drawing on multidisciplinary sources, this course explores the impact of these global processes as they manifest in the health of our own and other societies. Emphasis is placed on analysis of the broad cultural, environmental, social-economic, and political systems that contribute to health status and outcomes, health policies, and health care delivery around the world. Prereq: NURS 310 and NURS 360.

**NURS 373. Global Health Practicum. 5 Units.**

The purpose of this practicum is to provide students with the opportunity to analyze the concepts of health and health care, health policy and finance, culture and ethics through a preceptored, community-based immersion experience in local, national or international settings.

Students will apply epidemiological techniques, the skills of negotiation, partnership building, community assessment and nursing science in the identification and analysis of a health problem leading to the development of an intervention. Counts as SAGES Senior Capstone.

Prereq: NURS 315, NURS 316, NURS 338, NURS 339. Coreq: NURS 371 and NURS 372.

**NURS 394. Global Health Seminar. 3 Units.**

The focus of this course is the issues and trends in global health from both a nursing and a trans-disciplinary perspective. The course covers how international social, political, economic, environmental, and cultural issues affect health and health care. Particular emphasis is placed on nursing's contribution to global health issues and outcomes. Offered as: NURS 394 and NURS 494.

**NURS 399. Independent Study. 1 - 12 Units.**

Independent guided study for undergraduate students with special needs or interests.

**NURS 400. Guided Study in Nursing. 1 - 18 Units.**

Independent study for students with special needs and interests.

**NURS 404. Emergent Care of the Child. 2 Units.**

This course provides an introduction to the care of the child requiring critical care transport (CCT). This course examines pathophysiology, assessment, diagnostic approaches, and interventions specific to emergent care of infants, children and adolescents by advanced nursing practice in CCT. Prereq: NURS 406.

**NURS 405. Inquiry I - Theoretical Foundations. 2 Units.**

This course provides an introduction to conceptual and theoretical thinking. Students will examine knowledge development in nursing, conceptual structures, and their uses as a basis for nursing practice and research.

**NURS 406. Flight Nursing Seminar I. 1 Unit.**

This course introduces the knowledge and skill set for advanced nursing practice in critical care transport. The unique features of delivering care in the critical care transport environment are emphasized.

**NURS 407. Critical Care Transport and Advanced Nursing Practice 2. 1 Unit.**

This course further develops the knowledge and skill set of advanced nursing practice to deliver care to individuals and groups of patients with critical illness. Emphasis is placed on diagnostic reasoning and patient management in unstructured environments. Prereq: NURS 406.

**NURS 412. Practice Change Implementation. 1 Unit.**

The course focuses on evidence-based practice implementation and quality improvement methods to facilitate effective management of practice change. Students will define quality and safety problems in the healthcare system in which they work and then implement a change. The course covers issues related to evidence-based practice, teamwork, systems science, change management, and data analytics. Students will apply the concepts to practice through an implementation/quality improvement project.

**NURS 416. Integrated Assessment of the Neonate for Midwives. 1 Unit.**

This course will introduce concepts fundamental to the integrated assessment of the neonate. Gestational age assessment and physical assessment skills will be developed. The course will provide the basis for problem identification, decision making, and case management. Coreq: NURS 457.

**NURS 421. Foundations of Palliative Care. 1 Unit.**

This course is designed to provide health care professionals with knowledge about providing holistic care for clients of all ages and their families living with advanced illness. Palliative care as a discipline will be examined, with an emphasis on the interprofessional team in assisting patients and their families to make health care plans that reflect their goals and preferences.

**NURS 422. Advanced Communication Strategies for Health Care Professionals. 1 Unit.**

This course is designed to provide health care professional with theory, knowledge and skills important in establishing effective communication with clients, families and interprofessional team members when caring for clients living with advanced illness. Initiation of goal directed conversations, advance care planning and family meetings will be examined.

**NURS 423. Palliative Care in Specialized Populations. 1 Unit.**

This course is designed for the health care professional to apply knowledge and skills in the provision of palliative care to selected populations. Current trends, ethical issues, and symptom management challenges are addressed. Prereq: NURS 421.

**NURS 424. Advanced Symptom Management in Palliative Care. 1 Unit.**

This course will enable health care professionals to gain knowledge and skills in providing advanced symptom management to patients and families experiencing complex illness. The management of selected distressing symptoms using evidence based strategies will be investigated. Prereq: NURS 421 and NURS 422.

**NURS 425. Inquiry II - Research Process. 3 Units.**

This course emphasizes scholarly inquiry, scientific integrity and scientific investigation. It includes study of the research process, particularly design, sampling, data collection and analysis, and interpretation and reporting of findings. Prereq: NURS 405.

**NURS 430. Advanced Pharmacology. 3 Units.**

This course focuses on the application of advanced pharmacology and pharmacotherapeutics for common conditions across the lifespan. Principles of pharmacokinetics, pharmacodynamics, and pharmacogenomics are applied. Pharmacotherapeutic decision points congruent with effective prescribing are emphasized, including integrating the ethical, legal and cost-benefits of pharmacological interventions. This course is designed to build on diagnostic reasoning and prior pharmacology study of actions and effects of drugs on the human system. RN licensure and practice recommended Prereq: Enrolled in MSN, DNP or PhD Nursing program.



**NURS 431. Psychosocial and Spiritual Dimensions of Advanced Nursing Practice. 2 Units.**

This course will focus on psychosocial and spiritual dimensions of care. Focused interviewing, counseling, and coaching skills will be examined. Skills in assessing spirituality depression, psychological distress, suicide risk, and substance use issues will be addressed.

**NURS 443A. Collaboration, Consultation, & Credentialing in Advanced Practice Nurs. 1 Unit.**

The focus of this course is the process of consultation and collaboration in advanced practice nursing. The organizations that are involved in promoting and assisting advanced practice nurses (APNs) will be addressed. The similarities and differences in the roles of the APN will be explored. The process of credentialing APNs will also be examined.

**NURS 443B. Role Development in Advanced Practice. 1 Unit.**

The focus of this course is the study of the multiple roles integrated into advanced practice nursing including principles of management and leadership. Strategies to market the value of the advanced practice nurse (APN) role and the individual APN are addressed.

**NURS 443C. Teaching and Learning in Advanced Practice. 1 Unit.**

The focus of this course is the examination of the process of teaching, learning, and evaluation. A variety of teaching modalities applicable across the lifespan will be explored.

**NURS 444A. Ethical Issues in Advanced Nursing Practice. 1 Unit.**

The focus of this course is ethical decision-making for advanced nursing practice. The interaction between the health care delivery system and ethical decision making is explored. The role of the nurse in identifying and addressing ethical dilemmas and applying communication strategies in assisting patients and families and the interdisciplinary team is emphasized.

**NURS 444B. Health Care Delivery and Finance in Advanced Practice. 1 Unit.**

The focus of this course is the study of the financial and business factors related to health care delivery and advanced practice nursing. Students will discuss strategies related to business practices, coding, billing, and reimbursement.

**NURS 444C. Health Policy Legislation and Legal Issues in Advanced Practice. 1 Unit.**

The focus of this course is the critical analysis of health policy and legal issues. Strategies for influencing health policy will be explored.

**NURS 451. Leadership for Quality Healthcare within Organizations and Systems. 3 Units.**

This course will prepare the student to take a leadership role within organizations and systems to improve the quality of health care. Theory-based strategies to promote change within organizations and systems will be examined. The influence of structural and contextual factors on health, current and emerging information technologies, and communication patterns influencing outcomes of care will be explored.

**NURS 453. Advanced Pathophysiology. 4 Units.**

This course focuses on the biologic alterations produced by injury or disease among individuals across the lifespan. Physiologic and pathophysiologic concepts that contribute to an individual's capacity for health and susceptibility to illness are examined. Prereq: Enrolled in Master of Science in Nursing Program.

**NURS 454. Well Woman Health Care. 3 Units.**

In this course, students will learn to assess and manage common gynecologic and family planning issues encountered by a diverse population of women in ambulatory settings. Culturally appropriate interventions will be integrated throughout. Supervised clinical experiences will focus on achieving the foundation for beginning practice. This will include anticipating and identifying complications and participating in consultations, referrals and collaborative management. The application and synthesis of these principles, theories and concepts will be emphasized in clinical practicum. Prereq or Coreq: NURS 453 and NURS 459.

**NURS 455. The Childbearing Family. 4 Units.**

The focus of this course will be the application of theory, practice and research by advanced practice nurses in the promotion of health and wellness of childbearing women using a family-centered approach. Emphasis will be on normal aspects of pregnancy, focusing on prevention of problems and promotion of health behaviors, as well as identification and management of deviations from normal. Supervised clinical experiences will include understanding normal pregnancy, anticipating and identifying complications, participating in consultations, referrals and collaborative management. Prereq: NURS 454. Coreq: NURS 430.

**NURS 457. Labor and Birth. 5 Units.**

The art, theory, and the science for nurse-midwifery practice is expanded through research, critical analysis of disseminated research, quality assurance, and other scholarly activities. The focus of this course will be the application of theory, practice and research by advanced practice nurses in the promotion of health and wellness of women, newborns and their families during intrapartum and the immediate postpartum period. Emphasis will be placed on the health-seeking behaviors of the mother and her family using a holistic approach which respects cultural, ethnic, and racial diversity in the provision and evaluation of care. Supervised clinical experiences will focus on achieving the foundation for competent practice as a beginning practitioner. This will include anticipating and identifying complications and participating in consultations, referrals, and collaborative management. Prereq: NURS 559.

**NURS 459. Advanced Health Assessment. 3 Units.**

This course focuses on advanced assessment of individuals across the lifespan. This course incorporates communication skills, interpretation of data, and diagnostic reasoning. Prereq: Enrolled in Master of Science in Nursing Program.

**NURS 464. Global Clinical Learning. 1 Unit.**

This course will allow the MSN student to engage in clinical work in low and middle income medically underserved communities providing direct patient care under clinical supervision of MSN faculty. Students will prepare for the experience by gaining knowledge of the history and culture of the region, common diseases prevalent in the area and orientation to the site operations. The student will focus on the 1) steps to diagnose, treat and implement a plan of care for area specific diseases; 2) culturally and resource appropriate treatments; 3) dental hygiene and nutrition as they impact the health of the local population. Students will prepare culturally appropriate presentations for local nurses and contribute to the preparation of non-medical members of the team for patient safety using current evidence based practices. Offered as NUNP 464 and NURS 464. Prereq: Enrollment in MSN, DNP or PhD in Nursing Program.

**NURS 465. Psychopharmacology. 2 Units.**

Course content will focus on drugs commonly used to treat psychiatric disorders and clinical implications for patient and family.



**NURS 466. Promoting Health Across Boundaries. 3 Units.**

This course examines the concepts of health and boundary spanning and how the synergy of the two can produce new, effective approaches to promoting health. Students will explore and analyze examples of individuals and organizations boundary spanning for health to identify practice features affecting health, compare and contrast practices and approaches, and evaluate features and context that promote or inhibit boundary spanning and promoting health. Offered as MPHP 466, PQHS 466, SOCI 466, NURS 466 and BETH 466. Prereq: Graduate student status or instructor consent.

**NURS 468. The Continual Improvement of Healthcare: An Interdisciplinary Course. 3 Units.**

This course prepares students to be members of interprofessional teams to engage in the continual improvement in health care. The focus is on working together for the benefit of patients and communities to enhance quality and safety. Offered as PQHS 468, MPHP 468, and NURS 468.

**NURS 473. Advanced Psychopathology Across the Lifespan: Part I (Infant through Young Adult). 2 Units.**

The course focuses on the assessment and diagnosis of psychopathology in children of all ages, infants through young adults. Behavioral deviations from normal growth and development will be assessed while considering age, social, cultural, and economic differences. The responses of family members to psychopathology in these age groups will be discussed.

**NURS 474. Advanced Psychopathology Across the Lifespan Part II (Adult and Older Adult). 2 Units.**

This course focuses on the assessment and diagnosis of psychopathology in adults and older adults. Behavioral/cognitive deviations from normal growth and development will be evaluated while considering socio-cultural differences and age-appropriate behavior. Responses of family members in relation to adults or older adults' psychopathology will be discussed. Prereq: NURS 473.

**NURS 475. General Systems Theory: Foundations for Practice. 2 Units.**

This foundational seminar introduces General Systems Theory as a framework for understanding complex entities comprised of component parts that are in constant and mutual interaction. The concepts covered will emphasize the openness and flexibility of a system by attending to its entirety as opposed to focusing on separate parts. The focus is on the organizational structure and processes of that system that are circular in nature through cybernetics processes such as feedback loops which allow system adaptation and transformation. These changes enable systems to become more organized and efficient and to develop the capacity to repair themselves. Students will apply General Systems Theory to their disciplines.

**NURS 476. Advanced Practice Seminar: Blended Role of Psychiatric-Mental Health APRN. 1 Unit.**

Within the context of family and community, students will explore the blended role of the Psychiatric Mental Health Nurse Practitioner and Psychiatric Mental Health Clinical Nurse Specialist. A focus of the course is boundaries and professional development in the blended role. Students will examine ethical, legal, cultural and professional standards as they relate to micro and macro systems.

**NURS 481. Family Systems Theoretical Foundations. 2 Units.**

This course focuses on the major contemporary theoretical approaches and therapies for conceptualizing and working with families across the lifespan. Attention is given to families challenged by situations such as stress, trauma, violence, psychiatric disorders, and substance abuse. Prereq: NURS 453 and NURS 473 and NURS 475 and NURS 476 or requisites not met permission.

**NURS 482. Family Systems Integration and Application. 1 Unit.**

This practicum experience in the application of family theory addresses the professional encounter between the advanced practice nurse (APN) and the family system with attention to health promotion and psychiatric disorder management. Special consideration is given to policy, legal, cultural, and ethical issues regarding family care and practice. Group supervision of the practicum experience is an expectation. Prereq: NURS 473 and NURS 475 and NURS 476. Coreq: NURS 474 and NURS 481.

**NURS 484. Individual and Group Modalities for Family Systems Practice Across the Lifespan. 3 Units.**

This seminar addresses therapeutic modalities and their foundation as they are applied to families across the lifespan. Brief, individual, and group modalities will be studied in the context of Family Systems Theory with a focus on differences in family constellations and developmental stages. The selection of modalities for families will consider the implications of cultural and gender differences, vulnerable populations, and the stigma of psychiatric illness. Prereq: NURS 481 and NURS 482.

**NURS 485. Practicum and Supervision: Family Systems Practice Across the Lifespan. 2 Units.**

This practicum experience involves the professional encounter between the individual, group members, and nurse therapist within the context of family systems theory. The nurse therapist employs nursing strategies and concepts from psychiatry and behavioral and social sciences related to the promotion of mental health and biopsychosocial treatment in individual and group members across the life span. Attention will be given to situations such as stress, loneliness, trauma, violence, and substance abuse. Group supervision of the practicum experience is an expectation. Prereq: NURS 481 and NURS 482. Coreq: NURS 484.

**NURS 486. Modalities for Family Systems Practice: Vulnerable Family Populations. 3 Units.**

Within the context of family and community in urban and rural settings, students will explore the special needs of families who are currently manifesting mental health and substance abuse disorders. Examples of vulnerable families include those who have been exposed to acute and chronic stress, natural and man-made disasters, and military-related and other forms of trauma. The needs of youth and adults who are incarcerated will be addressed. Students will encounter the diverse nature of family relationships, including blended, migrant, and immigrant families; relationships that are defined by choice; and families residing on reservations and in religious enclaves. A variety of treatment modalities will be discussed. Prereq: NURS 482 and NURS 485.

**NURS 488. Theoretical Basis of Practice and Supervision in Consultation, Collaboration. 2 - 3 Units.**

This course focuses on the professional encounter between the nurse consultant-educator and families, work groups, and communities within the context of an environment of care. The nurse consultant-educator applies general systems and family systems theory to enhance the capacity of families to learn, adapt, and develop through mutual interaction and cybernetic processes based on systems theory. The roles of the nurse, educator, researcher, administrator, and therapist supervisor are explored. The theories and processes of consultation, collaboration, and adult education are discussed relative to mental health and community education. Prereq: NURS 484 and NURS 485.

**NURS 489. Practicum and Supervision in Role of Family Systems Psych-Mental Health Advanced Practice Nurse. 3 Units.**

This practicum course emphasizes the professional encounter between the psychiatric mental health nurse practitioner (NP), families, organizations, communities and agency personnel providing mental health services in the context of an environment of care. Systems variables that influence the learning, adaptation and development of families, organizations and systems are emphasized. The psychiatric nurse clinician functions as a change agent in direct and indirect care through the role of practitioner, educator, consultant, planner, evaluator and researcher. Prereq: NURS 484 and NURS 485. Coreq: NURS 488.

**NURS 494. Global Health Seminar. 3 Units.**

The focus of this course is the issues and trends in global health from both a nursing and a trans-disciplinary perspective. The course covers how international social, political, economic, environmental, and cultural issues affect health and health care. Particular emphasis is placed on nursing's contribution to global health issues and outcomes. Offered as: NURS 394 and NURS 494.

**NURS 502. Inquiry III Evidence-Based Practice. 2 Units.**

This course will focus on linking research evidence to practice. Processes for appraisal and implementation of evidence-based practice will be included. Prereq: NURS 425 or Requisites Not Met permission.

**NURS 503. Inquiry Practicum. 1 - 2 Units.**

This course focuses on the development of competencies in scientific inquiry. Such competencies are achieved through participation in a research study or evidence-based project related to nursing science with dissemination of the experience. Prereq or Coreq: NURS 502.

**NURS 506. Nursing Epistemology. 3 Units.**

This course involves the study of knowledge shared among members of the discipline, the patterns of knowing and knowledge development, and criteria for evaluating knowledge claims and philosophy of science. The course is a search and discussion experience aimed at enabling graduate students to become knowledgeable about approaches to the study of disciplines and scientific knowledge development. Forces affecting the development of knowledge, the origins of key terms and concepts, and identification of major themes in nursing will be explored.

**NURS 507. Clinical Knowledge. 3 Units.**

This course is structured to allow students to develop clinical knowledge about their area of interest and to begin the process of identifying clinical research questions. Supervision for this experience will be twofold. Students will be placed with an expert clinician with a minimum of a master's degree (in nursing) to identify and arrange relevant clinical experiences. The student and the clinician will work with the course faculty to create opportunities for the student to experience the clinical phenomena of interest, which may include actual "hands-on" experience. Students will also meet regularly with the other students in the course and the course faculty for group supervision that focuses on linking clinical practice issues to research questions. Course requirements would include eight hours of practicum experiences per week.

**NURS 508. Context of Care. 3 Units.**

This course is designed to allow students to explore the social, political, economic, and health care issues that form the context for their clinical phenomena of interest. The intent of this course is for the student to become knowledgeable about the broader forces that affect their clinical problem. Topics might include current research in their field, as well as health policy related to their phenomena, political entities that affect funding, and the regulation of practice in their area of interest. The student will need a content expert to help them plan and coordinate their practicum experiences, which should be multiple and varied, and include exposure to both local and state level entities. Prereq: NURS 507 or equivalent.

**NURS 510. Health Disparities. 3 Units.**

This course aims to provide theoretical and application tools for students from many disciplinary backgrounds to conduct research and develop interventions to reduce health disparities. The course will be situated contextually within the historical record of the United States, reviewing social, political, economic, cultural, legal, and ethical theories related to disparities in general, with a central focus on health disparities. Several frameworks regarding health disparities will be used for investigating and discussing the empirical evidence on disparities among other subgroups (e.g., the poor, women, uninsured, disabled, and non-English speaking populations) will also be included and discussed. Students will be expected to develop a research proposal (observational, clinical, and/or intervention) rooted in their disciplinary background that will incorporate materials from the various perspectives presented throughout the course, with the objective of developing and reinforcing a more comprehensive approach to current practices within their fields. Offered as CRSP 510, PQHS 510, MPHP 510, NURS 510, and SASS 510.

**NURS 511. Strategies for Theory Development. 3 Units.**

This course examines the nature of theory and strategies for theory development in nursing. Students will explore a variety of strategies and select an approach for beginning theory development that addresses nursing phenomena in their area of interest. Prereq: Admission to PhD nursing program or requisites not met permission.

**NURS 518. Qualitative Nursing Research. 3 Units.**

This course examines research approaches directed towards the development of nursing knowledge. This course will include methods and issues in data collection, analysis, and critique of research findings. It will focus on the philosophical and epistemological foundations of qualitative research, present an overview of various methodological approaches, examine the criteria for rigor, and analyze ethical issues in qualitative methodologies. Prereq: Admission to PhD nursing program or requisites not met permission.

**NURS 523. Advanced Practice Nursing in Critical Care Transport Practicum. 1 - 5 Units.**

This practicum is designed to promote safe, effective care in critical care transport (CCT) by advanced practice (APN) nurses and APN nursing students. Experiential learning is individualized with a focus on the assessment and management of patients with life-threatening or time sensitive conditions. Precepted experiences address the knowledge, skills and attitudes for optimal CCT across the lifespan. Students will be required to have eligibility or certification in AGACNP or equivalent.

**NURS 530. Advanced Nursing Research Methods I. 3 Units.**

This course focuses on conceptualization of a research problem within a nursing perspective, systematic literature review of a substantive area of research, and the design component of a research study to address scientific gaps. Descriptive, quasi-experimental, experimental, and mixed methods designs will be examined. Threats to internal and external validity will be discussed. The emphasis is on the application of design strategies while encouraging flexibility in conceptualizing a study using different research methods. Coreq: NURS 532 or requisites not met permission.

**NURS 531. Advanced Nursing Research Methods II. 3 Units.**

This course focuses on sampling, measurement, instrumentation, data management, intervention development, and human subjects' issues. These will be discussed and applied within the context of a scientific study in a substantive area that is consistent with theoretical and empirical knowledge and the nursing perspective. Prereq: NURS 530 and NURS 532 or consent of instructor.

**NURS 532. Applied Statistics. 3 Units.**

This course provides an advanced overview of the assumptions and applications necessary to analyze and interpret questions and research related to clinical practice. Emphasis will be on statistical interpretation of research. During the course, data management, statistical analysis, and data interpretation, as well as univariate, bivariate, and multivariate statistics such as ANOVA and ANCOVA will be examined. The data analysis process will be examined and deconstructed throughout the course. Offered as NUND 450 and NURS 532. Prereq: Admission to PhD nursing program or requisites not met permission.

**NURS 557. Advanced Midwifery. 6 Units.**

In consultation with faculty, students select a nurse-midwifery service where they will assume the responsibilities of beginning practitioner for a minimum of 10 weeks of intensive supervised clinical practice. Students will synthesize the nurse-midwifery management process while providing continuity of care and integrating all core competency areas. Students will explore the professional aspects of nurse-midwifery practice. Historical development of the profession will be emphasized as a framework for understanding current issues related to nurse-midwifery education and practice in the United States. Prereq: NURS 457.

**NURS 559. Primary Care in Women's Health. 4 Units.**

In this course, students will gain knowledge needed to assess and manage primary health care problems commonly encountered by diverse populations of women in ambulatory settings. This course will prepare the student to use the problem-solving approach to assist individuals with common acute and chronic health problems. Culturally appropriate health promotion and disease prevention will be integrated throughout. The synthesis and application of these principles, theories and concepts will be emphasized in clinical practicum. Prereq: NURS 454 and NURS 455.

**NURS 578. Curriculum and Instruction. 3 Units.**

The purpose of this course is to explore the theoretical underpinnings of education and to examine innovative approaches to critical thinking. Students are provided the opportunity to analyze philosophies and principles of education along with teaching and learning styles. The course will focus on curriculum planning and development congruent with the philosophy and objectives of a nursing program. Curriculum development includes determination of program and course objectives, along with selection and organization of appropriate learning experiences to meet these objectives. Techniques for instruction in the classroom, laboratory, and clinical settings are explored.

**NURS 601. Special Problems. 1 - 12 Units.**

This course is offered, with permission, to Ph.D. students in Nursing undertaking reading in a field of special interest.

**NURS 609. Health Care Policy and Planning. 3 Units.**

The primary focus of this course is to explore the leadership role of nurses in health policy development and implementation as well as the role of research in health care policy formation and planning. Special emphasis is placed on selected national and international health policy issues that form the socio-political and economic context of nursing care and practice. Ethical dimensions of public policy formulations and implementation are highlighted. Offered as NUND 508 and NURS 609.

**NURS 615. Topical Seminar in Health Science Research. 3 Units.**

This PhD course is designed to provide an in-depth knowledge of research issues in a given area. Opportunities are provided to apply knowledge for further development of the student's research interests and ideas. An in-depth examination of selected theoretical and methodological approaches to the development of research related to human science will be emphasized. Interrelationships among theory, research, and knowledge from nursing and related disciplines will be explored. Prereq: Admission to PhD nursing program or Requisites Not Met permission.

**NURS 619. Theoretical Foundations of Educational Testing and Evaluation. 2 Units.**

In this course, an overview of educational measurement and evaluation is provided. Methods of evaluating teaching effectiveness, student learning, and student performance are explored. Prereq: NURS 578.

**NURS 621. Teaching Practicum. 1 - 6 Units.**

In this preceptored teaching practicum, the student may engage in classroom, laboratory, and clinical teaching assignments in nursing. The student will be expected to use current educational theory and nursing knowledge in completing the practicum experience (minimum 60 hours). Offered as NUND 615 and NURS 621. Prereq: NURS 578, NURS 619, NURS 620. Coreq: NURS 578, NURS 619.

**NURS 630. Advanced Statistics: Linear Models. 3 Units.**

This course is focused on advanced procedures for data analysis and statistical inference in health research. The course is devoted to discussion and application of linear models, including simple and multiple regression and logistic regression to study design. The role of assumptions and theory in guiding the analysis plan is emphasized through lecture, readings, and critical evaluation of published research in the student's area of interest. Prereq: NURS 532 or Requisites Not Met permission.

**NURS 631. Advanced Statistics: Multivariate Analysis. 3 Units.**

This course focuses on selected advanced multivariate topics and procedures in health research. Topics will be covered through lecture, readings, computer analysis as well as critical analysis of published research in the health sciences fields. Topics to be covered in this course include: survival analysis, factor analysis, path analysis, repeated measures ANOVA and advanced regression techniques (logistic, loglinear, mixed models). Prereq: NURS 630 or Requisites Not Met permission.

**NURS 632. Advanced Statistics: Structural Equation Modeling. 3 Units.**

This course focuses on advanced data analytic procedures using structural equation modelings (SEM) in health research. Content will be explored through lecture, computer analysis, and critical analysis of relevant research. Topics covered in this course include: SEM with latent variables, path analysis adjusting for measurement error, nested models, and advanced SEM techniques, e.g., exploratory SEM, autoregressive models, latent growth curves, and latent class analysis using mixture modeling. Prereq: NURS 630 or Instructor Consent

**NURS 671. Proposal Development. 1 - 6 Units.**

Provides an opportunity for guided development of a candidacy proposal through planned contact with a designated committee of faculty members. The aim is to assist the student in the development of a refined proposal with strong scientific merit. The course should be utilized only by those with a candidacy proposal statement. Minimum 3 hours required for progression in program.

**NURS 701. Dissertation Ph.D.. 1 - 9 Units.**

Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

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