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Frances Payne Bolton School of Nursing

History
The Frances Payne Bolton School of Nursing (http://fpb.case.edu) (FPB) has a proud heritage beginning with the Lakeside Hospital Training School for Nurses established in 1898. With a generous endowment from Frances Payne Bolton (http://fpb.case.edu/Visitors/bolton.shtm), who was the first congresswoman from Ohio, FPB was established in 1923 as a school within Western Reserve University. In 1969, Western Reserve University and Case Institute of Technology merged forming the current university, Case Western Reserve University. Consistently, FPB is ranked among the leading schools in U.S. News and World Report and in funding from the National Institutes of Health. Graduate-level specialty majors have been in the top 10.

FPB is noted for its innovation, leadership and excellence in education, research and practice. To support this mission, the school has fifteen endowed chairs, among the largest number in the world for a school of nursing. FPB also houses one of only 10 World Health Organization Collaborating Centers (http://fpb.case.edu/Centers/WHOCC) for nursing in the country. The Sarah Cole Hirsh Center for Best Nursing Practices Based on Evidence (http://fpb.case.edu/Centers/Hirsh) was established in 1998 was the first national center of its kind.

Strategic Vision
Mission
Within the mission of Case Western Reserve University, the Frances Payne Bolton School of Nursing builds on a tradition of innovation and a commitment to the highest standards of excellence to provide the very best nursing education, research, clinical scholarship, and professional service locally, nationally, and internationally.

Priorities
The Frances Payne Bolton School of Nursing is committed to global leadership in nursing. The discovery, transmission, and use of knowledge are at the core of our work. Knowledge of health and illness in individuals, families, groups, and communities, both locally and internationally, provides the context for our work. The ultimate test of the validity of our vision is the results, over time, of the contributions of our faculty and graduates.

Purpose
The purpose of the Frances Payne Bolton School of Nursing is to provide an environment that permits 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 professional 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 distinctive branch of human knowledge fundamental to nursing practice, nursing education, and nursing administration, and to the continuous development of the profession. The distinctive perspective of nursing includes a focus on the metaparadigm concepts of persons, environment and nursing. The specific conceptual focus within FPB is the 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 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**

**Approved Programs**
The Bachelor of Science in Nursing (BSN) (http://fpb.case.edu/BSN) and Master of Nursing (MN) (http://fpb.case.edu/GradEntry) programs are approved by the Ohio Board of Nursing. The last visit for the BSN program was in 2010 and the next visit is due in fall 2015. The last visit for the MN program was in 2012, and the next visit is due in 2017.

Ohio Board of Nursing
17 High Street
Suite 400
Columbus, OH 43215-3413
614-466-3947
www.state.oh.us/nur (http://www.state.oh.us/nur)

**Accreditation**
The Bachelor of Science in Nursing (BSN) (http://fpb.case.edu/BSN) and Master of Science in Nursing (MSN) (http://fpb.case.edu/MSN) programs are accredited by the Accreditation Commission for Education in Nursing and/or ACEN. The initial accreditation was in 1951. The last accreditation was in 2008. The next accreditation is due in 2016.

Accreditation Commission for Education in Nursing and/or ACEN.
3343 Peachtree Road NE
Suite 850
Atlanta, GA 30326
404-975-5000

http://www.acen.org/

The nurse anesthesia program (http://fpb.case.edu/MSN/anesthesia.shtm) is accredited by the Council on Accreditation of Nurse Anesthesia Education 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
http://home.coa.us.com/Pages/default.aspx

The nurse midwifery program (http://fpb.case.edu/MSN/midwifery.shtm) is accredited by the ACNM Accreditation Commission for Midwifery Education (formerly ACNM Division of Accreditation) in 2005. The next accreditation is due in 2015.

ACNM Accreditation Commission for Midwifery Education
8403 Colesville Road, Ste 1550
Silver Spring, MD 20910-6374
240-485-1800
info@acnm.org
http://www.midwife.org/

The DNP program (http://fpb.case.edu/DNP) at Case Western Reserve University is accredited by the Commission on Collegiate Nursing Education (CCNE). The last accreditation was in 2011, and the next accreditation is due in 2016.

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

Case Western Reserve University is accredited by the North Central Association of Colleges and Schools, Higher Learning Commission:

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@ncahcche.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 Board of Regents.

**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 of Cleveland/Case Medical Center is a 947-bed academic medical center 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; University MacDonald Women’s Hospital; Seidman Cancer Center; skilled nursing and rehabilitation services and home health care. University Hospitals is part of the University Hospitals Health System with services provided at 100 locations in 40 northern communities.

The Cleveland Clinic Health System has 2,957 beds and is comprised of the Cleveland Clinic Foundation and Fairview Hospital, Health Hill Hospital for Children, Lakewood Hospital, Lutheran Hospital, Marymount Hospital, Euclid Hospital, Hillcrest Hospital, Huron Hospital, and South Pointe Hospital. The system also includes skilled nursing, rehabilitation and home health care.

MetroHealth Medical Center is a regional referral center with 690-beds for medical/surgical care to adults and children. It is a trauma I center with a burn center and 143-bed rehabilitation facility specializing in spinal cord injuries, only one of 19 in the nation. MetroHealth also has the Clement Center for Family Care, a neighborhood outpatient center, and a 291 bed skilled nursing care center. These hospitals are major clinical resources.

The Louis Stokes Cleveland Veterans Administration Medial Center (VAMC) is the third largest VA hospital in the US. In addition to inpatient services, the Cleveland VAMC has extensive outpatient and primary care, a domiciliary unit, hospice, and a variety of other services.

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, Cleveland Psychiatric Institute, Kenneth W. Clement Center for Family Health Care, Judson Park Retirement Community, The Cleveland Visiting Nurses Association, Cleveland Public Health Department, and many others.

Libraries
The Kelvin Smith Library, 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 spaces 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 moveable 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 its own Information Technology Services department (http://fpb.case.edu/CurrentStudents/technology.shtml). This department manages and oversees all computer related operations within the school. Furthermore, the team assists faculty, staff and students with any computer problems, issues, needs, or equipment purchase. FPB has its own Help Desk and provides troubleshooting of problems and repairs to all school-owned equipment. There are two computer laboratories including a Cyber-Café 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-Café 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 Learning Resource Center (LRC) on the ground floor and is only available when not used for classroom activities during weekdays from 9:00 a.m. to 5:00 p.m.

Learning Resource Center (LRC)
The Learning Resource Center (LRC) (http://fpblrc.cwru.edu) is a state of the art facility comprised of four academic support units, the Cyber Café, the Center for Bioinformatics and Health Promotion, the Multimedia Simulation Center and the Clinical Teaching Center. FPB students have the opportunity to advance their nursing skills by active participation in hands-on training sessions that demonstrate the real-life aspects of nursing. The staff is available by appointment to meet with students individually in order to review a particular skill, practice with SimMan, CathSim, SimBaby, SimChild, or utilize the Bioinformatics lab to work with various nursing software packages. SimMan, SimBaby, and SimChild are high-tech human patient simulators that breathe, have a pulse, and maintain heart-rhythm and blood pressure. They simulate almost any patient emergency situation and are programmable to provide the most life-like responses with immediate feedback for student learning. CathSim is an intravenous trainer, which uses virtual reality-based patients to teach intravenous (IV) catheterization. They give students the ability to choose their patient and they will start an IV on, depending on their particular clinical setting. The program offers immediate feedback and opportunities for review to enhance the nursing skills needed in real life environments.

FPB is equipped with four technology-enhanced classrooms, which allow our faculty to use powerful tools in teaching to engage the students with learning. The classrooms are equipped with computers, VHS DVD
combo player, a ceiling mounted video projection system, a document camera, wall-mounted speakers, and a touch panel-controlled LCD monitor. Selected classrooms have the ability to support in-person videoconferencing using high speed Internet connections.

**Administration**

Mary E. Kerr, PhD, RN, FAAN  
(Case Western Reserve University)  
*Dean and the May L. Wykle Endowed Professor*

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

Elizabeth A. Madigan, PhD, RN, FAAN  
(Case Western Reserve University)  
*Associate Dean for Academic Programs; Independence Foundation Professorship in Nursing Education; Head, WHO Collaboration Center*

Vicki J. Stouffer, BA, MBA  
(University of Findlay)  
*Associate Dean of Development & Alumni Relations*

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

Marilyn B. lotas, PhD, RN  
(University of Michigan)  
*Associate Professor; Director, BSN Program*

Deborah Lindell, DNP, RN, CNE  
(Case Western Reserve University)  
*Assistant Professor; Director, Graduate Entry Nursing Program*

Carol Savrin, DNP, CPNP, FNP, BC, FAANP  
(Case Western Reserve University)  
*Associate Professor; Director of the MSN Program*

Katherine R. Jones, PhD, RN, FAAN  
(Stanford University)  
*Sarah Cole Hirsch Professor of Nursing; Center Director, Sarah Cole Hirsch Institute for Best Nursing Practices Based on Evidence*

Donna A. Dowling, PhD, RN  
(University of Illinois)  
*Associate Professor; Director of the Post-Master’s DNP 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, ANP/GNP-BC, FAANP  
(Case Western Reserve University)  
*Associate Professor; Associate Director of the University Center on Aging and Health*

Celeste M. Alves, MSN, DNP, RN  
(Case Western Reserve University)  
*Assistant Professor; Director, Learning Resource Center*

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

Gayle M. Petty, DNP, RN  
(Case Western Reserve University)  
*Assistant Director, BSN Program*

Teona C. Griggs, M.Ed., MA  
(Cleveland State University)  
*Director of Student Services, Diversity, and Inclusion*

Nada Di Franco, MNO  
(Case Western Reserve University)  
*Senior Director of Alumni Relations*

Amy Rauman, MNO  
*Director of Development*

Samira Hussney, MPH  
(Case Western Reserve University)  
*Director, International Programs & WHO Collaborating Center*

Susan Frey, MAFIS  
(Cleveland State University)  
*Manager, Human Resources and Facilities*

Helen Jones-Toms, MNO  
(Case Western Reserve University)  
*Director of Marketing*

Tiffany Cooper, MBA  
(Ursuline College)  
*Executive Aide*

**Bachelor of Science in Nursing (BSN)**

**Bachelor of Science in Nursing**

The BSN program emphasizes intensive and early clinical experience, a strong foundation in acute and critical 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 336-hour clinical preceptorship in the senior year. Students graduate with over 1600 hours of clinical experience, far 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 Learning Resource Center (LRC). The LRC 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 the University Hospitals of
Cleveland, the Cleveland Clinic and the MetroHealth System. Students also have extensive experience in community health departments, community centers and the Cleveland Municipal 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 in international sites as part of their standard curriculum. International activities are supported by FPB’s World Health Organization (WHO) Collaborating Center.

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

**Characteristics of the Graduate**

- 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** ([link](http://fpb.case.edu/BSN/degree.shtm))

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

1. Minimum of 126 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

**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 ([link](http://fpb.case.edu/CurrentStudents/handbook.shtm)) 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** ([link](http://fpb.case.edu/BSN/curriculum.shtm))

This four-year generic 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 ([link](http://www.ncsbn.org)) for licensure as a Registered Nurse (RN). A sample study plan ([link](http://fpb.case.edu/BSN/sampleplan.shtm)) 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 written.

The BSN program includes nursing, science and liberal arts courses. A minimum of 126 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:

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
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<tbody>
<tr>
<td>Foundations of the Discipline (NURS 110)</td>
<td>1</td>
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<tr>
<td>Foundations of Practice (NURS 111)</td>
<td>3</td>
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<tr>
<td>Principles of Biology (BIOL 114)</td>
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<td></td>
<td></td>
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<tr>
<td>Introduction to Human Anatomy and Physiology I (BIOL 116)</td>
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<tr>
<td>SAGES University First Seminar</td>
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<tr>
<td>GER General Education Requirement</td>
<td>3</td>
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<tr>
<td>Nursing Informatics I: Introduction (NURS 120)</td>
<td>2</td>
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<tr>
<td>Foundations of Practice II (NURS 122)</td>
<td>3</td>
<td></td>
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<tr>
<td>Applied Nutrition in Health and Disease (NURS 201)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Engagement Seminar I (NURS 160)</td>
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<tr>
<td>Introduction to Human Anatomy and Physiology II (BIOL 117)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Concepts for a Molecular View of Biology I (BIOL 119)</td>
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<td>SAGES University Seminar</td>
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<tr>
<td>Year Total:</td>
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<tr>
<th>Sophomore</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Care of the Adult I (NURS 230)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Pharmacology (NURS 211)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aging in Health and Illness (NURS 250)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Engagement Seminar II (NURS 210)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 in international sites as part of their standard curriculum. International activities are supported by FPB’s World Health Organization (WHO) Collaborating Center.

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.
The Doctor of Nursing Practice Program (DNP) is an innovative academic program designed to prepare advanced practice nurses who are leaders in their fields. 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 several academic institutions and hospitals around the country. The DNP program admits students at three different stages in order to accommodate students with diverse educational backgrounds.

- **Graduate Entry Program (Pre-Licensure stage; MN degree awarded):** The Graduate Entry program is a pre-licensure stage designed for individuals with baccalaureate (or above) degrees from an accredited college or university in a discipline other than nursing. Students admitted to the Graduate Entry program prepare for licensure as a registered nurse. A generalist Master of Nursing (MN) degree is awarded at successful completion of the program, and students can then apply to a Board of Nursing for licensure as a Registered Nurse and practice as a beginning staff nurse. They are also encouraged to proceed to the next phase of the DNP program to attain their MSN degree.

- **Post-Licensure (Advanced Nursing Practice stage; MSN degree awarded):** This phase of the DNP program is designed for registered nurses who have received the Master of Nursing (MN) degree. It awards a Master of Science in Nursing (MSN) degree and allows students to apply to a professional organization for certification in the advanced nursing specialty and to a Board of Nursing for credentials to practice in the advanced nursing specialty.

- **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.

### Characteristics of the Graduate

- **Teaching/Learning:** Develops, implements and evaluates educational offerings, individually and in collaboration with others.
- **Research/Inquiry:** Promotes evidence based practice by initiating, synthesizing and generating knowledge for and through clinical research.
- **Nature of Practice:** Assumes functions of advanced nursing practice roles and identifies health issues amenable to clinical research and evidence based practice.
- **Leadership:** Assumes leadership positions of increasing complexity at the local, state, national and international levels.
- **Ethics:** Identifies and analyzes ethical issues and standards and incorporates them into practice.
- **Collaboration:** Develops and promotes trans-disciplinary initiatives in the practice community.
- **Communication:** Disseminates knowledge and evidence to improve health. Evaluates communication systems and generates new models to enhance system efficacy.
- **Policy Development:** Participates in the initiation, evaluation and modification of health policy locally to globally.

### 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 timeframe 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 timeframe 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.**

### 40 General Education Requirements

### 86 Nursing Requirements

### Doctor of Nursing Practice

The Doctor of Nursing Practice Program (DNP) is an innovative academic program designed to prepare advanced practice nurses who are leaders in their fields. 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 several academic institutions and hospitals around the country. The DNP program admits students at three different stages in order to accommodate students with diverse educational backgrounds.

### 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 timeframe 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 timeframe 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.**

### 40 General Education Requirements

### 86 Nursing Requirements
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 thesis 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 (http://fpb.case.edu/Programs/intensives.shtml), meeting for a specified number of days with additional meetings held online. A 3-credit course will meet for 5-6 days. Two 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUND 450</td>
<td>Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>NUND 504</td>
<td>Theories for Nursing Practice and Scholarship</td>
<td>3</td>
</tr>
<tr>
<td>NUND 506</td>
<td>Leadership in Organizations and Systems</td>
<td>4</td>
</tr>
<tr>
<td>NUND 508</td>
<td>Health Care Policy and Planning</td>
<td>3</td>
</tr>
<tr>
<td>NUND 530</td>
<td>Practice Focused Research I</td>
<td>3</td>
</tr>
<tr>
<td>NUND 531</td>
<td>Practice Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>NUND 610</td>
<td>Translating Evidence into Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUND 611</td>
<td>Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NUND 619</td>
<td>Proposal Development</td>
<td>1</td>
</tr>
<tr>
<td>NUND 620</td>
<td>Scholarly Project</td>
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</table>

Educational Leadership Electives

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUND 509</td>
<td>Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>NUND 609</td>
<td>Theoretical Foundations of Educational Testing and Evaluation</td>
<td>2</td>
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</table>

Practice Leadership Electives

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NUND 507</td>
<td>Management in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUND 607</td>
<td>Advanced Leadership and Management in Healthcare</td>
<td>2</td>
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</tbody>
</table>

Graduate Entry Nursing Program
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 nursing practice at the advanced specialty level. All applicants are admitted to three stages of the program (http://fpb.case.edu/GradEntry/pathways.shtml): pre-licensure stage (leading to the Master of Nursing, or MN), advanced nursing practice stage (leading to the Master of Science in Nursing, or MSN), and practice doctorate stage (leading to the Doctor of Nursing Practice, or DNP).

Following completion of the MN or MSN phases of the program, students may apply for the PhD or combined DNP/PhD programs. Certain MSN majors have separate RN experience requirements and/or admission process.

During the pre-licensure (MN) stage, students earn approximately 14 credits applicable to most MSN majors. The Graduate Entry Nursing program has an innovative quality and safety component (http://fpb.case.edu/QualSafe) woven throughout the curriculum, emphasizing the importance of the patient experience.

Characteristics of the Graduate
The MN (Master of Nursing) is a generalist nursing degree awarded to those who satisfactorily complete the pre-licensure stage of the Graduate Entry program. MN graduates possess the following characteristics:

- Teaching/Learning: Provides opportunities for individuals, other professionals, populations and communities to enhance their knowledge about health, illness, and health seeking behaviors through consultation and education conceived in partnership with the learner
- Research/Inquiry: Integrates best current evidence to continuously improve the delivery of care and identify areas where further evidence is needed
- Nature of Practice: Provides and directs nursing care for individuals, groups, families and populations, that focuses on safety, quality, and the recipients’ needs, preferences and values
- Leadership: Assumes beginning nursing leadership roles that are directed toward outcomes evaluation and implementation of care improvement initiatives
- Ethics: Applies ethical principles in complex nursing situations
- Collaboration: Promotes nursing and inter-professional collaboration to achieve safe, quality healthcare
- Communication: Integrates technology and interpersonal techniques in communication, knowledge management, error mitigation, and decision-making with diverse clients and colleagues
- Policy Development: Actively participates in policy development at local, unit, and state levels to promote safe, quality healthcare
Degree Requirements

Time Frame for Completion of Degree

- Completion of MN degree. Graduate Entry Nursing Program students (non-nurses) must complete the MN 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.
- Completion of the MSN, DNP, or PhD; refer to policies for those programs.
- Records of students who do not complete their program within the specified timeframe 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.

Progression in the Program

Satisfactory Academic Standing

Progression in 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. C, 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. If the student is on probation for two semesters, the student’s record will be reviewed by the Executive Committee to determine whether extenuating circumstances warrant an additional semester of probation or whether the student should be separated from the program.

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 (http://fpb.case.edu/programs/handbook.shtm) for more information on a repeating course with an F grade and the GPA. 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 pre-licensure (MN) component of the Graduate Entry Nursing Program is contingent upon passing grades in all courses taken in the preceding semester.

The grade of Incomplete (I) will be given at the discretion of the instructor for work not completed in the semester. 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. A grade of Incomplete must be removed by the end of the semester following the one in which the courses was taken or the next semester that the course is given or before the student enroll in a course for which the initial course is a prerequisite. No credit is given for a grade of Incomplete. The grade of Incomplete will remain a permanent part of the transcript if the student fails to complete course requirements within the next semester, unless alternative arrangements are approved in writing.

Graduate Entry students in the post-licensure component must meet all progression requirements of the degree program in which they are enrolled (MSN (p. 10), DNP (p. 7), or PhD (p. 18)). Refer to those sections of the Bulletin for further information.

Curriculum

Applicants admitted to the Graduate Entry Nursing Program are admitted for the MN, MSN and DNP degrees (certain MSN majors have separate experience requirements and/or admission process). On completion of the MN or MSN degrees, students may apply for the PhD or DNP/PhD programs.

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 Program Policy on Progression.

The MN curriculum (below) includes 72 credit hours of required courses. Students must meet the University requirements for graduation. The ratio of credit hours to clock hours is: didactic and seminar, 1:1; lab, 1:2; and clinical, 1:4.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Introduction to the Discipline and Practice of Nursing (NUND 401)</td>
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<tr>
<td>Introduction to Pharmacology (NUND 402)</td>
<td>3</td>
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<tr>
<td>Introduction to Nursing Informatics (NUND 403A)</td>
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<tr>
<td>Inquiry A for the Graduate Entry DNP (NUND 404A)</td>
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<tr>
<td>Aging in Health and Illness (NUND 406)</td>
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<td>Health Assessment (NUND 410)</td>
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<td>Altered Human Functioning (NUND 405)</td>
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<td>Acute Care Nursing of the Adult (NUND 407)</td>
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<tr>
<td>Introduction to Concepts of Genetics in Nursing (NUND 408)</td>
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<td>Professional Role Development: Leadership (NUND 409A)</td>
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<tr>
<td>Public Health Nursing A (NUND 411A)</td>
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<tr>
<td>Issues and Ethics in Health Care (NUND 413)</td>
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<th>Units</th>
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<tbody>
<tr>
<td>Inquiry B for the Graduate Entry DNP (NUND 404B)</td>
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<td>Inquiry C for the Graduate Entry DNP (NUND 404C)</td>
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<td>Professional Role Development: Health Policy, Advocacy and Delegation (NUND 409B)</td>
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<td>Parents and Neonates in Health and Illness (NUND 415)</td>
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<tr>
<td>or Children and Families in Health and Illness (NUND 416)</td>
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<tr>
<td>Psychiatric Mental Health Nursing (NUND 417)</td>
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<td>Health Promotion Across the Life Span (NUND 410)</td>
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<tr>
<td>Nursing and Health Informatics (NUND 403B)</td>
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<tr>
<td>Concepts in Nursing Management (NUND 414)</td>
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<tr>
<td>Children and Families in Health and Illness (NUND 416)</td>
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<tr>
<td>or Parents and Neonates in Health and Illness (NUND 415)</td>
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<tr>
<td>Inquiry III - Evidence-Based Nursing Practice (NURS 502)</td>
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<tr>
<td>Integrated Nursing Practice (NUND 418)</td>
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<td>Advanced Health Assessment (NURS 459)</td>
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<tr>
<td>Year Total:</td>
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<td>18</td>
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</tr>
</tbody>
</table>

Total Units in Sequence: 72

Credits Toward the MSN Earned in the Master of Nursing Curriculum

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.
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 CLEX-RN predictor exam.

Master of Science in Nursing (MSN)

The Master of Science in Nursing program prepares registered nurses for advanced practice specialization either as a nurse practitioner, clinical nurse specialist, 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.

Characteristics of the Graduate

• Teaching/Learning: Develops and teaches educational offerings and provides consultation with other professionals/populations and communities about health, illness and health-seeking behavior
• Research/Inquiry: Identifies clinical research problems, initiates utilization of research and participates in scientific inquiry
• Nature of Practice: Assumes functions and role of the Advanced Practice Nurse
• Leadership: Assumes leadership positions in employment or community organizations at the local/state/national level
• Ethics: Applies ethical principals in Advanced Practice Nursing
• Collaboration: Initiates interdisciplinary teams to enhance practice
• Communication: Establishes effective communication systems among clients and colleagues
• Policy Development: Contributes, implements and influences health policy development through work 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 (http://fpb.case.edu/MSN/program.shtm). 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). Most MSN majors also require at least 500 clinical hours; the anesthesia, midwifery, and flight nursing programs require more.

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) will be given at the discretion of the instructor for work not completed in the semester. 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. A grade of I must be removed by the end of the semester following the one in which the course was taken or the next time the course is offered and 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 semester, unless alternative arrangements are approved in writing.

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 (for nurse practitioner majors). 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 24 months, though the nurse anesthesia program requires 28 months of study. Students also need to put in at least 500 clinical hours for most MSN majors; the anesthesia, midwifery, cardiovascular, and flight nursing programs require even more. Post-master’s certificates can be provided for all programs and are crafted according to individual needs and background education.
Nurse Practitioner Majors

Acute Care Nurse Practitioner (http://fpb.case.edu/MSN/ACNP.shtm) (ACNP)

- Subspecialty: Flight Nursing (http://fpb.case.edu/MSN/ACNPFlight.shtm)
- Subspecialty: Cardiovascular Nursing (http://fpb.case.edu/MSN/ACNPCardio.shtm)

Acute care nurse practitioners (ACNPs) 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 ACNP 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

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<tr>
<th>Units</th>
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<tbody>
<tr>
<td>Fall</td>
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<tr>
<td>Spring</td>
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</tbody>
</table>

- Inquiry I - Theoretical Foundations (NURS 405) 3
- Foundations for Adult-Gerontology Acute Care Nursing (NUNP 438) 4
- Advanced Pathophysiology (NURS 453) 4
- Advanced Health Assessment (NURS 459) 3
- Pharmacology and Therapeutics (NURS 430) 3
- Acute Health Problems of Adults and Older Adults (NUNP 443) 5.5
- Inquiry II - Research Process (NURS 425) 1
- Collaboration, Consultation, & Credentialing in Advanced Practice Nurses (NURS 443A) 1
- Role Development in Advanced Practice (NURS 443B) 1
- Teaching and Learning in Advanced Practice (NURS 443C) 1
- Year Total: 14
- 14.5

Second Year

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<th>Units</th>
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<tr>
<td>Fall</td>
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</table>

- Inquiry III - Evidence-Based Nursing Practice (NURS 502) 2
- Inquiry Practicum (NURS 503) 1
- Advanced Management of Acutely Ill Adults and Older Adults (NUNP 444) 4
- Ethical and End of Life 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
- Year Total: 10
- 11

Total Units in Sequence: 38.5-39.5

Pediatric Nurse Practitioner (http://fpb.case.edu/MSN/PNP.shtm) (PNP)

- Subspecialty: Cardiovascular Nursing (http://fpb.case.edu/MSN/ PNPCardio.shtm)

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 about 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

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<tr>
<th>Units</th>
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<tbody>
<tr>
<td>Fall</td>
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<td>Spring</td>
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</table>

- Inquiry I - Theoretical Foundations (NURS 405) 3
- 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
- Pharmacology and Therapeutics (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
- Primary Care of Older Adults (NUNP 449) 4
- Inquiry III - Evidence-Based Nursing Practice (NURS 502) 2
- Role Development in Advanced Practice (NURS 443B) 1
- Teaching and Learning in Advanced Practice (NURS 443C) 1
- Year Total: 12
- 12
- 8

Second Year

<table>
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<th>Units</th>
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<tr>
<td>Fall</td>
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<td>Spring</td>
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</table>

- Advanced Management in Adult and Older Adult Primary Care (NUNP 434) 5
- Inquiry Practicum (NURS 503) 1
- Ethical and End of Life Issues in Advanced Nursing Practice (NURS 444A) 1
- Collaboration, Consultation, & Credentialing in Advanced Practice Nurses (NURS 443A) 1
- Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C) 1
- Year Total: 9
- 10

Total Units in Sequence: 41-42

Adult-Gerontology Nurse Practitioner (http://fpb.case.edu/MSN/adultgero.shtm)

- Subspecialty: Cardiovascular Nursing (http://fpb.case.edu/MSN/ adultgerocardio.shtm)
- Subspecialty: Gerontology

Adult-gerontology NPs 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 about 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.

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<th>Units</th>
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<tr>
<td>Fall</td>
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<td>Spring</td>
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</table>

- Inquiry I - Theoretical Foundations (NURS 405) 3
- 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
- Pharmacology and Therapeutics (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
- Primary Care of Older Adults (NUNP 449) 4
- Inquiry III - Evidence-Based Nursing Practice (NURS 502) 2
- Role Development in Advanced Practice (NURS 443B) 1
- Teaching and Learning in Advanced Practice (NURS 443C) 1
- Year Total: 12
- 12
- 8

Second Year

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- Advanced Management in Adult and Older Adult Primary Care (NUNP 434) 5
- Inquiry Practicum (NURS 503) 1
- Ethical and End of Life Issues in Advanced Nursing Practice (NURS 444A) 1
- Collaboration, Consultation, & Credentialing in Advanced Practice Nurses (NURS 443A) 1
- Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C) 1
- Year Total: 9-10

Total Units in Sequence: 41-42
is usually completed within 18 months (four semesters) for full-time students, and courses are offered in a distance-friendly format.

### First Year

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Total Units in Sequence: 41-42

### Neonatal Nurse Practitioner (http://fpb.case.edu/MSN/NNP.shtm) (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 about 600 hours of clinicals in NICUs. Full-time coursework is completed within 18 months (4 semesters).

### First Year

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Total Units in Sequence: 39.5-40.5

### Family Nurse Practitioner (http://fpb.case.edu/MSN/FNP.shtm) (FNP)

- Subspecialty: Cardiovascular Nursing (http://fpb.case.edu/MSN/FNPcardio.shtm)
- Subspecialty: Gerontology

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 about 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.
Women's Health Nurse Practitioner (http://fpb.case.edu/MSN/WHNP.shtm) (WHNP)

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 about 500 hours of clinicals. The coursework is usually completed within 12 months (four semesters). With full-time enrollment, coursework is usually completed within 12 months (four semesters). Core MSN courses are offered in an intensive format (http://enrollment, coursework is usually completed within 12 months (four semesters). With full-time

### First Year

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<td>Teaching and Learning in Advanced Practice (NURS 443C)</td>
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### Total Units in Sequence: 35-36

**Blended Role (NP/CNS) Majors**

**Advanced Practice Adult Oncology/Palliative Care (http://fpb.case.edu/MSN/OncologyPalliativeCare.shtm)**

Advanced practice adult oncology/palliative care nurses provide expert care to patients undergoing cancer treatment and those focusing on the management of complex symptoms. These advanced practice nurses care for both inpatients and outpatients, within hospitals and clinics as well as via hospice and palliative care programs.

At FPB, this innovative, versatile major prepares graduates to practice in a variety of oncology or hospice and palliative care settings. Students may select either nurse practitioner or clinical nurse specialist tracks. Graduates of the program will be eligible for the adult nurse practitioner certification and/or oncology nurse practitioner certification, oncology clinical nurse specialist certification, or certification in palliative care, assuming other examination and practice requirements are met. The program can be done on either a full-time or part-time basis. One year of oncology nursing experience is required. The major requires 40-41 credit hours of coursework, plus about 500 hours of clinicals. The coursework is usually completed within 24 months (four semesters) for full-time students.

Opportunities to obtain post-Master’s certification in oncology or palliative care are also available. Palliative care courses (Symptom Management I and II) may be taken as electives as part of any other APN major, or by non-degree students seeking additional preparation for their practice.
The coursework is usually completed within four semesters.

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

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<td>General Systems Theory: Foundations for Practice (NURS 475)</td>
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<td>Inquiry II - Research Process (NURS 425)</td>
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**Total Units in Sequence:** 41-42

### Second Year

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<td>Modalities for Family Systems Practice: Vulnerable Family Populations (NURS 486)</td>
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**Year Total:** 14-16

**Total Units in Sequence:** 47-49

### Other Majors

#### Nurse Anesthesia (http://fpb.case.edu/MSN/anesthesia.shtm)

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

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Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)

Year Total: 6 6 5-9

Second Year

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Year Total: 8 5-6 1-5

Third Year

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Year Total: 1-5

Total Units in Sequence: 32-45

Nurse Midwifery (http://fpb.case.edu/MSN/midwifery.shtm)

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, 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 preceptor 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 periods. Graduates will be eligible to take the certification examination administered by the American Midwifery Certification Board. With the addition of the 4 credit NURS 559 Advanced Practice in Nursing Care of Women, students are eligible for dual certification in Women’s Health.

First Year

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Advanced Practice in Nursing Care of Women (NURS 559)

Year Total: 13 12 4

Second Year

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<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor and Birth (NURS 457)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Assessment of the Neonate for Midwives (NURS 416)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Promotion Across the Life Span (NUNP 410)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquiry III - Evidence-Based Nursing Practice (NURS 502)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical and End of Life Issues in Advanced Nursing Practice (NURS 444A)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Delivery and Finance in Advanced Practice (NURS 444B)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Midwifery (NURS 557)</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquiry Practicum (NURS 503)</td>
<td>1 - 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year Total: 12 7-8

Total Units in Sequence: 48-49

Joint Degrees

Master of Science in Nursing/Master of Arts in Anthropology (MSN/MA Anthropology) (http://fpb.case.edu/MSN/MSNMA.shtm)

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.

Required Nursing Courses

<table>
<thead>
<tr>
<th>Units</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 443A</td>
<td>Collaboration, Consultation, &amp; Credentialing in Advanced Practice Nurs</td>
<td>1</td>
</tr>
<tr>
<td>NURS 443B</td>
<td>Role Development in Advanced Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 443C</td>
<td>Teaching and Learning in Advanced Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 444A</td>
<td>Ethical and End of Life Issues in Advanced Nursing Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 444B</td>
<td>Health Care Delivery and Finance in Advanced Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 444C</td>
<td>Health Policy Legislation and Legal Issues in Advanced Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 453</td>
<td>Advanced Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>NURS 459</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 430</td>
<td>Pharmacology and Therapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 405</td>
<td>Inquiry I - Theoretical Foundations</td>
<td>3</td>
</tr>
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</table>

Clinical major selected 12-22

Required Anthropology Courses

<table>
<thead>
<tr>
<th>Units</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ANTH 480</td>
<td>Medical Anthropology and Global Health I</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 481</td>
<td>Medical Anthropology and Global Health II</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 462</td>
<td>Contemporary Theory in Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology electives (health-related)</td>
<td>6-9</td>
<td></td>
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</tbody>
</table>
Required Research Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 425</td>
<td>Inquiry II - Research Process</td>
<td>3</td>
</tr>
<tr>
<td>NURS 502</td>
<td>Inquiry III - Evidence-Based Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 503</td>
<td>Inquiry Practicum</td>
<td>1 - 2</td>
</tr>
<tr>
<td>or ANTH 504</td>
<td>Anthropological Research Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>500-level medical anthropology course</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Elective

Approved Elective course in Anthropology OR Nursing

Master of Science in Nursing/Master of Arts in Bioethics (MSN/MA Bioethics) (http://fpb.case.edu/MSN/MSNMABIO.shtm)

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.

Required Nursing Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 453</td>
<td>Advanced Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>NURS 459</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 430</td>
<td>Pharmacology and Therapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 405</td>
<td>Inquiry I - Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>NURS 425</td>
<td>Inquiry II - Research Process</td>
<td>3</td>
</tr>
<tr>
<td>NURS 502</td>
<td>Inquiry III - Evidence-Based Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 443A</td>
<td>Collaboration, Consultation, &amp; Credentialing in Advanced Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 443B</td>
<td>Role Development in Advanced Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 443C</td>
<td>Teaching and Learning in Advanced Practice</td>
<td>1</td>
</tr>
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</table>

Required Bioethics Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETH 401</td>
<td>Foundations in Bioethics I</td>
<td>6</td>
</tr>
<tr>
<td>BETH 402</td>
<td>Foundations in Bioethics II</td>
<td>6</td>
</tr>
<tr>
<td>BETH 405</td>
<td>Clinical Ethics Rotation</td>
<td>1.5 - 3</td>
</tr>
</tbody>
</table>

Nursing Centers of Excellence

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, flight nursing, initiatives in aging care, self-management, end-of-life science, patient safety, and inclusion of persons with disabilities into research.

Sarah Cole Hirsh Institute for Best Nursing Practices Based on Evidence (http://fpb.case.edu/Centers/Hirsh)

Established in 1998, the Sarah Cole Hirsh Institute for Best Nursing Practices Based on Evidence develops and promotes evidence-based practice in nursing. Historically, nursing and medical practices have been based, in part, on expert opinion and tradition, creating variations in practice and often subjectivity in judgment. Through the integration of research and practice, the Hirsh Institute stimulates the use of best nursing practices based on evidence as a basis for delivering superior health care, and shaping the next phase of nursing research.

Center for Research and Scholarship (http://fpb.case.edu/Research)

The Center for Research and Scholarship provides a variety of services to support the research and scholarship efforts of faculty, students, and postdoctoral fellows, including management of the internal and external funding process. The center provides faculty and students with current funding opportunities that are available, assists in the development of research proposals, and disseminates research results regionally, nationally, and internationally. The center staff assists in the submission of Human Subjects Research reviews to the affiliated institutional review boards. The center provides support for all stages of faculty members’ manuscript submission including submission and tracking. Four full-time employees staff the center. A conference room and a workroom are available within the center for both faculty and student investigators.

WHO Collaborating Center for Research and Clinical Training in Home Care Nursing (WHOCC) (http://fpb.case.edu/Centers/WHOCC)

The WHOCC is affiliated with the World Health Organization, which was established in 1948 by the United Nations as its specialized agency for health. The WHO’s objective, as set out in its Constitution, is the attainment by all peoples of the highest possible level of health. WHO Collaborating Centers are national institutions around the world designated by the WHO to collect and disseminate information on world health issues, provide education and training, and participate in collaborative research. The WHO Collaborating Center at FPB is charged with research and clinical training in home care nursing and is one of only 10 designated centers for nursing in the United States.

The University Center on Aging and Health (UCAH) (http://fpb.case.edu/Centers/UCAH)

By the year 2020, a staggering 17 percent of the US population will be considered elderly. In addition, almost 40 percent of a clinician’s physician’s time will be spent treating the elderly by that year. 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 in the role of gerontology and utilize its partnerships to promote interdisciplinary collaboration.

Center of Excellence for Self-Management Advancement through Research and Translation (SMART) (http://fpb.case.edu/SMARTCenter)

The SMART Center is an NIH-funded research center designed to address the science of self-management at the levels of individual, family, organization, and community. Its goals are to expand knowledge related to self-management through interdisciplinary investigations of self-management, serve as a national leader in research and dissemination of research findings to the scientific community, and diffuse knowledge into clinical practice and policy to enhance the use of self-management strategies to improve the health, function, and quality of life of individuals.
Building End-of-life Science through Positive Human Strengths and Traits (BEST) Center (http://fpb.case.edu/Centers/BEST)
The BEST Center is funded by the National Institute of Nursing Research/National Institute of Health. It focuses on quality of life research for seriously ill people, including those who are at the end of life. The Center’s mission is to radically shift the direction of quality of life research.

Full Inclusion of Persons with Disabilities in Self-Management Research (FIND) Lab (http://fpb.case.edu/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.

Dorothy Ebersbach Academic Center for Flight Nursing (http://flightnurse.case.edu)
Founded in 2002 as the National Flight Nurse Academy, the Dorothy Ebersbach Academic Center for Flight Nursing is home to the nursing school’s Master of Science in Nursing (MSN) program’s Acute Care Nurse Practitioner Flight Nursing major—the nation’s first advanced practice flight nurse program. The center, renamed in 2011 in honor of aviator, nurse, and alumna Dorothy Ebersbach, prepares acute care nurse practitioners to practice in unstructured environments, conducts research to build evidence-base practices in air medical services, and provides interdisciplinary disaster-response training during its annual summer camp.

Quality and Safety Education for Nurses (QSEN) Institute (http://qsen.org)
Frances Payne Bolton School of Nursing is the new home for the Quality and Safety Education for Nurses (QSEN) Institute, a project supported by the Robert Wood Johnson Foundation. This comprehensive effort enhances the quality and safety knowledge and skills for both future and practicing nurses. It allows colleagues nationwide to share innovative teaching methodologies for the delivery of quality and safety education through the QSEN.org website and the National Forums. Quality and safety education focuses on six competencies: patient centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. Each competency has specific goals for knowledge, skills and attitudes.

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. Those who have not yet been formally accepted into the FPB School of Nursing must complete the non-degree application (http://fpb.case.edu/StudentServices/forms.shtml) and return it to the Registrar’s office (http://fpb.case.edu/StudentServices/Registrar.shtml) via fax or e-mail. 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). They must also request that any former colleges or universities forward their transcripts to FPB.

For those wishing to take PhD courses, the applicant must obtain written permission from the faculty teaching the course and the Director of the PhD programs in FPB for those taking PhD courses. Contact the Graduate Studies Office (http://www.cwru.edu/provost/gradstudies) at 216-368-4390.

Clinical courses may not be taken as a non-degree student. 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, course work 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.

Special Students
Special students are those who take a specified course of study designed to meet an individual’s needs. They must meet the admission requirements for the program where the majority of class work will be done. Their status and satisfactory 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 course work as a special student. These courses must have been taken within the last five years. If more than five years have elapsed since the course work as special student was done, the student must meet the current academic requirements for the major selected.

International Students
International students may enroll in any educational programs. They must meet the admission requirements for the program that they select. In addition, application should be submitted approximately one year before the desired date of enrollment. English translations of transcripts are required.

Each applicant must demonstrate 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) and 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

Additional requirements for international students:

- International students must present evidence of adequate financial resources to meet the expenses of full-time study and travel expenses to and from Cleveland. Financial assistance is not available from FPB. The student must arrange for a sponsor who will provide full financial support. The sponsor must document their ability to financially support the student, including costs of tuition and fees, room and meals, books, incidentals, and travel expenses.
- For some programs (e.g., MSN) students applying to, must be eligible for licensure as a registered nurse (RN) before enrollment in the program. 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.”

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 proved proof of other medical insurance coverage.

PhD in Nursing

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 into clinical practice and nursing education. 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 particular population. PhD students are culturally diverse, and many develop and apply knowledge relevant to global health needs.

Characteristics of the Graduate

- Develops, implements and evaluates educational offerings, individually and in collaboration with others, related to research and nursing theory.
- Synthesizes and generates knowledge for the discipline of nursing.
- Identifies health issues amenable to research; disseminates knowledge and evidence to improve health.
- Assumes leadership positions of increasing complexity at the local/state/national and international levels.
- Identifies and analyzes ethical issues and standards related to science and knowledge development.
- Develops systems to establish and promote interdisciplinary teams in the scientific community.
- Uses and promotes the development of effective communication strategies that support scholarship and the dissemination of research findings.
- Generates and disseminates knowledge relevant to health care policy.

Degree Requirements

Our PhD in Nursing program prepares students for careers as researchers, scientists, or university-level faculty members. They have the opportunity to participate in the research that has a profound effect on the science of nursing and changing 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 of course work, which includes the foundation for the student’s dissertation as well as 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.

The general program requirements are listed below. Additional coursework may also be required or recommended, as determined by the faculty advisor.

Knowledge Development/Theory Core (6 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 506</td>
<td>Nursing Epistemology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 511</td>
<td>Strategies for Theory Development</td>
<td>3</td>
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</table>

Research Methods Core (9 credit hours)

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 518</td>
<td>Qualitative Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 530</td>
<td>Advanced Nursing Research Methods I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 531</td>
<td>Advanced Nursing Research II</td>
<td>3</td>
</tr>
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</table>

Statistics Core (9 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NURS 532</td>
<td>Basic Statistics: Fundamentals for Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 630</td>
<td>Advanced Statistics: Linear Models</td>
<td>3</td>
</tr>
<tr>
<td>NURS 631</td>
<td>Advanced Statistics: Multivariate Analysis</td>
<td>3</td>
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</table>

Support Courses (12 credit hours)

<table>
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<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 609</td>
<td>Health Care Policy and Planning</td>
<td>3</td>
</tr>
<tr>
<td>NURS 615</td>
<td>Topical Seminar in Health Science Research</td>
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</tr>
<tr>
<td>Electives</td>
<td></td>
<td>3-6</td>
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</table>

Preparation for Research (minimum 3 credit hours)

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Practicum (240 hours required)</td>
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</tr>
<tr>
<td>NURS 671</td>
<td>Proposal Development</td>
<td>3</td>
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<tr>
<td>Candidcy Exam</td>
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</tr>
<tr>
<td>Proposal Defense</td>
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</tbody>
</table>

Dissertation Research (minimum 18 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 701</td>
<td>Dissertation Ph.D.</td>
<td>18</td>
</tr>
</tbody>
</table>

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-hour teaching practicum.

**Preparation for Nursing Education Coursework**

- Curriculum and Instruction (3 credits)
- Theoretical Foundations of Testing and Evaluation (2 credits)
- 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.

The courses and teaching practicum must be completed before the
student will be advanced to candidate status.

Opportunities for undergraduate and graduate clinical and didactic
teaching during paid teaching assistantships are available to those who
qualify.

**Sample Curriculum Plans**

See the website for details. (http://fpb.case.edu/PhD/sampleplans.shtm)

**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 prior to proposal
development. However, enrollment in even a single credit of or
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. In addition to PhD core requirements, they must
complete transition courses to gain clinical knowledge and be able to
develop a research focus pertinent to nursing in the context of care.

- 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 prior to proposal
development. However, enrollment in even a single credit of or
constitutes full time study.
- Total required credit hours for the nursing PhD (post BSN or
equivalent) = 63 credits

**Dual Degree Programs**

**MSN/PhD Dual Degree Program**

Students are 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 major.

**DNP/PhD Dual Degree Program**

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

**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.

**Other Programs**

**SUMMERS-ONLY PLAN**

Depending on the number of registrants, PhD courses may be offered
during the summer months to enable students to earn the degree in six
summers.

**ACCELERATED OPTION PLAN**

Students who want to attain their PhD as soon as possible may
accelerate their doctoral studies by taking PhD courses year round,
including summers (minimum registration required). This option is
contingent on whether the summer PhD program is offered.

**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 anesthetic to facilitate health-seeking behaviors as a patient attempts to attain, maintain or regain optimal health. Implications for all types of surgery in view of effect of anesthesia on respiratory system, however, special attention on surgery involving this specific system. Prereq: NUAN 449.

NUAN 452. Physiological Variables and Responses II: Cardiovascular. 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. Prereq: NUAN 451.

NUAN 453. Physiological Variables and Responses III: Peds, OB, Endo & Geriatrics. 1 - 5 Unit.
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 neurological systems. Focus will be on the integration of this knowledge into the planning, implementation, and evaluation of patients requiring nurse anesthesia intervention. Prereq: NUAN 451.

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 II. 1 Unit.
Progressive, guided instruction on clinical and ethical management of clients undergoing all forms of anesthesia. This unit includes the history of nurse anesthesia relevant to contemporary anesthetic practice, legal and ethical aspects of anesthesia delivery, and patient/client interaction strategies. The course is designed to give the nurse exposure to career expectations in nurse anesthesia; as well as prepare him/her in administration of safe, routine anesthetic with moderate amount of instructor intervention. Prereq: NUAN 455.

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 551A. Nurse Anesthesia: Advanced Practice I. 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. Prereq: NUAN 457.

NUAN 551B. Nurse Anesthesia: Advanced Practice II. (See NUAN 551A.) Prereq: NUAN 551A.

NUAN 551C. Nurse Anesthesia: Advanced Practice II. 1 - 5 Unit. (See NUAN 551A.) Prereq: NUAN 551B.

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

NUND Courses

NUND 400. Guided Study. 1 - 6 Unit.
Selected topics in basic nursing. May include clinical experiences.

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 405. Altered Human Functioning. 3 Units.
Introduction to basic pathophysiological outcomes of selected intervening variables that alter human physiologic and cognitive functioning. This course builds on the student’s foundation of normal anatomy and physiology. Recommended preparation: completion of first semester of D.N.P. program.

NUND 406. Aging in Health and Illness. 2 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. Prereq or Coreq: NUND 401 and NUND 410.

NUND 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: NUND 401, NUND 402, NUND 343, NUND 403A, NUND 404A, and NUND 410.

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.

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 401.

NUND 409B. Professional Role Development: Health Policy, Advocacy and Delegation. 1.5 Unit.
This seminar is the third in a series designed to address professional role development. The seminar content focuses specifically on health policy, delegation and advocacy. Prereq: NUND 409A.

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 405, NUND 406, NUND 407, NUND 408, NUND 409A.

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 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. Coreq: NUND 401.

NUND 414. Concepts in Nursing Management. 2 Units.
This course focuses on the study of basic concepts related to management and working with groups in the provision of nursing care. Concepts of nursing management including: planning, organizing, staffing, directing, and controlling within healthcare settings will be discussed. Coreq: NUND 417 or permission of course faculty.

NUND 415. Parents and Neonates in Health and Illness. 4.5 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: NUND 405, NUND 407, NUND 408, NUND 409A, and NUND 411A.

NUND 416. Children and Families in Health and Illness. 4.5 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: NUND 405 and NUND 407 and NUND 408 and NUND 409A and NUND 411A.

NUND 417. Psychiatric Mental Health Nursing. 4 Units.
This course is designed to address psychiatric and mental health nursing concepts. The focus is on clients with acute and chronic 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: NUND 407 and NUND 408.
NUND 418. Integrated Nursing Practice. 5.5 Units.
The focus of this course is implementation of the nursing process in the care of clients with increasingly complex issues of health and illness. Emphasis is placed on integrating principles of safe and quality nursing care. The didactic component includes contemporary topics of relevance to all specialties and settings of nursing practice. The clinical component will allow the student to collaborate with faculty to shape the experience based on the student’s identified learning needs. Prereq: NUND 404C, NUND 409B, NUND 411B, NUND 417.

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. Prereq: STAT 201 or equivalent within past 5 years.

NUND 480. Action Research and Program Evaluation. 1 Unit.
This course introduces the student to the concept of purposeful evaluation. The applicability of action research and evaluation to the change process and to continuous improvement within various venues will be explored. The iterative, participative, and emergent nature of generation of new knowledge and practice innovations will be discussed. Offered as NUND 480 and NURS 620. Prereq or Coreq: NUND 479.

NUND 500. D.N.P. Thesis. 1 - 6 Unit.
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: NUNS 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 Unit.
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: NUNS 521.

NUND 506. Leadership in Organizations and Systems. 4 Units.
Leadership theory, organization theory and philosophy, culture, structure, processes, information management, and other factors are analyzed for their relevance to health care enterprises. Nursing is examined within the larger context of the health care system.

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 530. Practice Focused Research 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 610.

NUND 531. 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 530.

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 theories on educational measurement and evaluation is provided. Methods of evaluating teaching effectiveness, student learning, and student performance are explored with particular emphasis being placed on test construction and analysis. 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 or Coreq NUND 531.

NUND 611. Practicum. 1 - 2 Unit.
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 610.
NUND 615. Teaching Practicum. 1 - 6 Unit.
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 Unit.
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 Unit.
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.

NUNI Courses

NUNI 421. Theoretical Foundations of Nursing Informatics. 4 Units.
This course focuses on the practice of Nursing Informatics through the examination of concepts, theories, models, and phenomena relevant to the discipline. Conceptual and functional components of information management will be discussed along with their application within the health care setting. Nursing language concepts will be discussed including the Nursing Minimum Data Set, NIC, NOC, NANDA, as well as various specialized data sets used in health care.

NUNI 431. Advanced Nursing Informatics. 4 Units.
This course emphasizes the information needs of clinical users and the flow of information within the health care environment. General systems theory concepts and their applicability to health care information systems will be discussed. Diagnosis of information management problems, formulation of user-friendly solutions, implementation of those solutions, and their subsequent evaluation will be emphasized. Evolving/emerging information technologies will be discussed as well as the role of human-technology interactions in health care. Prereq: NUNI 421, MIDS 409, and NURS 471.

NUNI 432. Health Care Information Systems. 3 Units.
This course covers concepts, techniques and technologies for providing information systems to enhance the effectiveness and efficiency of health care organizations. Offered as HSMC 432, MIDS 432, MPH5 532 and NUND 432.

NUNI 499. Internship in Nursing Informatics. 1 - 5 Unit.
This capstone experience consists of four components: the precepted internship in an external health care setting, an outline discussion experience, a leadership seminar, and a comprehensive program examination. This internship is designed to provide the Nursing Informatics student with the opportunity to apply the knowledge and skills acquired through the program to the management of health care information activities. Recommended preparation: Completion of first year of M.S.N.

NUNP Courses

NUNP 401. Health Promotion in Children and Adolescents. 3 Units.
This course introduces the concepts of pediatric primary health care from a developmental perspective. Concepts and theories from nursing and other related disciplines associated with the assessment and care of well children and their families are explored. Clinical application of theories and nursing strategies to optimize the health of children and their families are emphasized in the professional role development of students. Coreq: NUNP 410.

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: NUNS 453, NUNS 459 and NUNP 410. Prereq or Coreq: NUNS 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. Neonatal Nurse Practitioner I. 3 Units.
This course introduces the role of the Neonatal Nurse Practitioner and concepts relevant to the management of the well or ill neonate. Analysis of nursing strategies to optimize health-seeking behaviors in families with well or ill neonates is highlighted. Prereq or Coreq: NUNP 410.

NUNP 406. Neonatal Nurse Practitioner II. 4 Units.
This course introduces health promotion fundamental to advanced practice nursing. Epidemiological principles and international, national and local health promotion goals are examined with emphasis on cultural and environmental principles, individual assessment and evidence based practice. Diagnostic reasoning and intervention strategies to optimize health-seeking behaviors in clients and to foster therapeutic relationships are examined.

NUNP 407. Neonatal Nurse Practitioner III. 3 Units.
Pathophysiology, assessment, and diagnostic approaches specific to neonates with acute problems will be examined. Concepts related to discharge planning collaboration and long-term follow-up will be introduced. Prereq: NUNP 405.

NUNP 413. Neonatal Nurse Practitioner III. 3 Units.
Pathophysiology, assessment, and diagnostic approaches specific to neonates with acute problems will be examined. Concepts related to discharge planning collaboration and long-term follow-up will be introduced. Prereq: NUNP 412.
NUNP 414. Neonatal Nurse Practitioner IV. 5 Units.
This course focuses on the acute and on-going habilitative 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. 2.5 Units.
This course introduces principles fundamental to the integrated assessment of the neonate. It stresses perinatal history taking, gestational age assessment, physical assessment skills, and assessment of genetic risks. The course provides 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 introduces the student to the practice of primary health care of adults and older adults. The course includes the 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 on family are stressed. Prereq: NURS 453, NURS 459 and NUNP 410. Prereq or 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. Family Health Nursing: Health of the Family During Childbearing Years. 4 Units.
This course introduces the influence of family dynamics on the care of women and their families before pregnancy, during pregnancy and within the interconceptional period. Assessment of physical and psychosocial health and deviations is central to the course. Content also includes principles of education for childbearing, parenting and conception control. Nursing strategies to optimize health-seeking behaviors of the family during the childbearing years are emphasized. Prereq: NUNP 410 and NUNP 419.

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 patients with cancer will be critically evaluated and implemented. Prereq: NUNP 419.

NUNP 432. Common & Acute Health Problems of the Adult and Older Adult. 5 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 453, NURS 459 and NUNP 410. Prereq or Coreq: NURS 430.

NUNP 433. Common and Acute Health Problems of the Adult II. 3 Units.
This course is a continuation of NUNP 432. Emphasis is on the pathophysiology, assessment and diagnostic approaches specific to the adolescent and adult client. Health-seeking behaviors will be stressed within the context of the family and community.

NUNP 434. Advanced Management in Adult and Older Adult Primary Care. 5 Units.
This course focuses on the 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 are emphasized. The selection of evaluation strategies used to enhance the outcomes will be stressed. 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.
This course introduces the influence of family dynamics and the information necessary for the practice of primary health care of children and adolescents. The course includes application of the principles of growth and development, disease prevention, and management of common acute and chronic health problems. The impact of the family on child and adolescent development and health is explored. Clinical application of nursing strategies to optimize health-seeking behaviors is emphasized. 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. 5.5 Units.
Emphasis in this second of sequenced Adult-Gerontology Acute Care Nursing clinical 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 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: NURS 459 and NUNP 453 and NUNP 438 or permission of course instructor with previous MSN and NP certification.

NUNP 444. Advanced Management of Acutely Ill Adults and Older Adults. 4 Units.
This course focuses on concepts specific to complex, multidimensional health problems of acute and critically ill adults and older adults. Clinical practice focuses on management of patients with complex health problems and life-threatening conditions across the entire adult spectrum. Students with a MSN and NP experience can request permission for enrollment. Prereq: NUNP 443.

NUNP 449. Primary Care of Older Adults. 4 Units.
This course will focus on the assessment of the older adults. These factors are analyzed in various environments. 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: NUNP 432.

NUNP 454. Advanced Management of Complex Problems in the Older Adult. 4 Units.
This course focuses on the management of complex multidimensional health problems experienced by older adults and their families in multiple environments of care. Pathophysiology, assessment, and diagnostic strategies specific to complex health problems in older adults are emphasized. Evidence-based management strategies used to enhance the outcomes in older adults to promote health and prevent disability will be stressed. The role of the GNP on care giving teams will be included. Prereq: NUNP 449. Coreq: NURS 442.

NURS Courses
NURS 100. Foundations of the Discipline. 1 Unit.
The course is designed to introduce the student to the practice, profession and discipline of nursing. A futuristic perspective will provide a framework for discussion of the foundation of contemporary nursing practice within a variety of health care settings. Critical historical influences that affected the development of contemporary nursing will be discussed. Selected trends and issues that will guide future nursing practice will conclude this course.

NURS 111. Foundations of Practice. 3 Units.
This course is designed as a foundation for clinical nursing practice with a focus on communication, safety, and comfort. The relationship among evidence, theory, and nursing care will be explored. The basic components of the nursing process are presented as a framework for beginning clinical practice.

NURS 120. Nursing Informatics I: Introduction. 2 Units.
This course focuses on the application of mathematics for nursing, including algebra and biostatistics. Microcomputer, word processing and information concepts for nursing practice will be introduced.

NURS 122. Foundations of 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. Prereq: C or higher in BIOL 116.

NURS 160. Community Engagement Seminar I. 1 Unit.
This course is a one credit 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 12 hour field experience in a Cleveland community health facility or school system. The seminar will include two sessions devoted to the reflection and evaluation of the field experience. In addition, each semester will include required attendance at the Rozella Schlotfeldt Public Lectures related to issues contributing to disparities in health care. Prereq: NURS 111 or permission of instructor.

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 or permission of instructor. Coreq: BIOL 117 and BIOL 119.

NURS 210. Community Engagement Seminar II. 1 Unit.
This course is a one credit seminar focused on the delivery of culturally appropriate community based health care and on the issues of aging and poverty as they contribute to the growing disparities in health care outcomes. Students will engage in a 12 hour field experience in a Cleveland community health facility or school system. The seminar will include two sessions devoted to the reflection and evaluation of the field experience. In addition, each semester will include required attendance at the Rozella Schlotfeldt Public Lectures related to issues contributing to disparities in health care. Prereq: NURS 160 or permission of instructor.

NURS 211. Introduction to Pharmacology. 2 Units.
Introduction to basic principles of pharmacology and pharmacotherapeutics. Review of characteristics and use of major drug groups with emphasis on nursing implications. Prereq: NURS 122 and BIOL 116.

NURS 230. Nursing Care of the Adult I. 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: NURS 122, BIOL 114, and BIOL 117. Coreq: BIOL 121.
NURS 240. Nursing Care of the Adult II. 5 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: NURS 211, NURS 230, NURS 250, and BIOL 121.

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 the elderly as active, independent, and contributing members of the community. Content will include the physiology of aging, health problems common to the elderly, the psychological, emotional, and sociological aspects of the aging process and policy issues. Prereq: NURS 122, BIOL 114, BIOL 117, and BIOL 119.

NURS 260. Community Engagement Seminar III. 1 Unit.
This course is a one credit seminar focused on the delivery of culturally appropriate community based health care and on the issues of culture, ethnicity and socio-economic background as they contribute to the growing disparities in health care outcomes. Students will engage in a 12 hour field experience in a Cleveland health care facility or school system where they will provide health screening and health education services to children and families. The seminar will include two sessions devoted to reflection and evaluation of the field experience. In addition, each semester will include required attendance at the Rozella Schlotfeldt Public Lectures related to issues contributing to disparities in health care. Prereq: NURS 110.

NURS 277. BCLS and First Aid for Health Care Providers. 0 Units.
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 301. Community Engagement Seminar IV. 1 Unit.
This course is a one credit seminar focused on the delivery of culturally appropriate community based health care and on the issues of culture, ethnicity and socio-economic background as they contribute to the growing disparities in health care outcomes. Students will engage in a 12 hour field experience in a Cleveland health care facility or school system where they will provide health screening and health education services to children and families. The seminar will include two sessions devoted to reflection and evaluation of the field experience. In addition, each semester will include required attendance at the Rozella Schlotfeldt Public Lectures related to issues contributing to disparities in health care. Prereq: NURS 260.

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 240, NURS 317, NURS 342.

NURS 317. Psychiatric-Mental Health Nursing. 4 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 230 and NURS 211, or permission of instructor.

NURS 318. Nursing in the Community. 4 Units.
The study of the promotion of health and the primary, secondary, and tertiary prevention of health problems of a population. Focuses on the community as client with nursing care of individuals, families, and groups. The clinical component focuses upon developing and evaluating health promotion programs, family assessment, community assessment, and community-based home care within the context of the community. Recommended preparation: RN license.

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 and completion of five semesters of B.S.N. program.

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 211 and NURS 240 and NURS 342.

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 211 and NURS 240 and NURS 342.
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.

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

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.

NURS 345. Nursing Informatics III: Clinical NIS. 2 Units.
The focus of this course is directed toward the understanding and use of information technologies and systems that support decision making in nursing practice, administration, research and education. Tools such as list servers, the World Wide Web, e-mail and databases may be used to augment the knowledge base in the course. Recommended preparation: RN license. Prereq: NURS 240 or RN license.

NURS 346. Nursing Informatics IV: Applications. 2 Units.
The focus of this course is directed toward the advanced informatics concepts and the implementation of selected applications within the health care setting. Systems analyzed and implemented may range from those used for patient care within the inpatient environment to those used in community or outpatient environments. Affected users of the systems may be clients, families, nursing or other health care professionals. Prereq: NURS 345 or permission.

NURS 350. Concepts and Management in Geriatric Nursing. 9 Units.
This course will introduce concepts of rehabilitation, family nursing, geriatric nursing, and geriatric mental health and assist students in applying these concepts in a long-term care setting. Content will focus on assessment and intervention strategies for health problems common in the older adult. This will include a focus on developmental issues in the elderly, the assessment and management of depression. The course will also include content on assessment and intervention to improve the physical and functional capacities of the elderly, exercise interventions to improve cardiovascular and muscular capacity required for daily activities. Prereq: NURS 351 and NURS 353.

NURS 352. Acute Care III. 9 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 370, NURS 371, NURS 372, NURS 373.

NURS 354. Nursing Care of Critically Ill Adults. 9 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 370, NURS 371, NURS 372, NURS 373.

NURS 356. Nursing Care of Critically Ill Neonates, Infants, and Children. 9 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 370, NURS 371, NURS 372, NURS 373.

NURS 360. Community Engagement Seminar V. 1 Unit.
This course is a one credit seminar focused on the delivery of culturally appropriate community based health care and on the issues of culture, ethnicity and socio-economic background as they contribute to the growing disparities in health care outcomes. Students will engage in a 12 hour field experience in a Cleveland health care facility or school system where they will provide health screening and health education services to children and families. The seminar will include two sessions devoted to reflection and evaluation of the field experience. In addition, each semester will include required attendance at the Rozella Schlotfeldt Public Lectures related to issues contributing to disparities in health care. Prereq: NURS 310.

NURS 370. Information Technologies in Health. 1 Unit.
The focus of this course is the application of advanced information and communication technologies in the health care of communities and populations. Building on a base of consumer informatics, the course will explore Geographic Information Systems (GIS), data mining techniques, telemedicine technology, and advanced communication technologies in the context of global health. Prereq: NURS 315, NURS 316, NURS 338, and NURS 339. Coreq: NURS 371, NURS 372 and NURS 373.

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 315, NURS 316, NURS 338, and NURS 339. Coreq: NURS 370, NURS 372 and NURS 373.

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. Counts for CAS Global & Cultural Diversity Requirement. Prereq: NURS 315, NURS 316, NURS 338, and NURS 339. Coreq: NURS 370, NURS 371 and NURS 373.

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 preceptorship, 10-week 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, and NURS 339. Coreq: NURS 370, NURS 371 and NURS 372.
NURS 392. Dynamics of Nursing Practice and Management. 4 Units.
The focus of this course is management and leadership concepts and their application to nursing practice management. Topics such as strategic planning, resource management, organizational structure, legal issues, and delegation will be explored. Recommended preparation: RN license.

NURS 393. New Applications in Nursing Practice Management. 4 Units.
The focus of this course is the application of management and leadership concepts in a seminar format and clinical practicum for registered nurses. Students will apply concepts of strategic planning, resource management, organizational structure, and delegation in a health care setting. Recommended preparation: RN license.

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. Coreq: INTH 301/401.

NURS 399. Independent Study. 1 - 12 Unit.
Independent guided study for undergraduate students with special needs or interests.

NURS 400. Guided Study in Nursing. 1 - 18 Unit.
Independent study for students with special needs and interests.

NURS 401. Statistics for Health Sciences. 3 Units.
This course examines statistical methods of analyses of variance and multiple linear regression. Content includes ANOVA, repeated measures analysis of variances, correlation analysis, and multiple linear regression. Learning statistical theories is coupled with practice of data analysis using statistical software. This course is for graduate students in nursing and health sciences. It is not for credit toward any undergraduate or graduate degrees in Statistics. Recommended preparation: completion of basic statistics within five years of admission to program. Prereq: STAT 201.

NURS 404. Emergent Care of the Child. 2 Units.
This course incorporates biological, developmental, psychological, emotional, social, and cultural aspects of care. The emphasis is on pathophysiology, assessment, diagnostic approaches, and interventions specific to emergent care of infants, children, and adolescents. Advanced therapeutics are introduced. Recommended preparation: Certification in PALS and neonatal resuscitation or concurrent enrollment in NUNP 444. Prereq or Coreq: NUNP 444.

NURS 405. Inquiry I - Theoretical Foundations. 3 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 seminar course provides a forum for preparing students to care for patients requiring air transfer to specialty care facilities. Special emphasis is placed on advanced procedures, flight physiology, and environmental influences on the clinical approach in order to apply acute care competencies to flight nursing practice. Prereq or Coreq: NUNP 443.

NURS 407. Flight Nursing Seminar II. 1 Unit.
This seminar continues to prepare students to care for patients requiring air transfer to specialty care facilities. Special emphasis is placed on clinical approaches to patient management across the lifespan. Recommended preparation: ACLS, PALS, and neonatal resuscitation certification. Recommended preparation or concurrent enrollment in NUNP 444, NURS 406, NURS 404.

NURS 409. Specialty Assessment and Diagnostics in Cardiovascular Nursing. 2 Units.
This course provides the basis for the selection and interpretation of assessment and testing strategies during the process of differential diagnosis of cardiovascular problems. Lecture is supplemented with specific clinical lab experiences.

NURS 410. Cardiovascular Nursing Seminar I. 1 Unit.
This seminar course focuses on cardiac rhythm abnormalities and their management. Prereq or Coreq: NURS 430. Coreq: NURS 409.

NURS 411. Cardiovascular Nursing Seminar II. 1 Unit.
This seminar course focuses on the management of complex cardiovascular disease. Prereq: NURS 410.

NURS 416. Integrated Assessment of the Neonate for Midwives. 1 Unit.
This course introduces principles fundamental to the integrated assessment of the neonate. Gestational age assessment, assessment of genetic risks, and physical assessment skills are developed.

NURS 424. Theoretical Basis of Medical/Surgical Nursing II. 5 Units.
This course provides the opportunity to explore complex health problems of patients requiring a variety of health care services and support systems. Nursing strategies requiring independent, interdependent, and collaborative activities are evaluated for their efficacy in supporting and assisting the patient’s progress toward health. Clinical experiences are individualized to promote implementation of the Clinical Nurse Specialist role and build upon the student's expertise.

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. Recommended preparation: NUND 201 or STAT 201. Prereq: NURS 405.

NURS 430. Pharmacology and Therapeutics. 3 Units.
Examination of the major categories of pharmacologic agents and application of pharmacologic concepts in the clinical setting. Emphasis is placed on understanding the physiologic action of the drugs, their effects, and major side effects. Major-specific seminars integrate knowledge of pharmacology into clinical practice. Recommended preparation: NURS 453, RN license or consent of instructor.

NURS 431. Psychosocial and Spiritual Dimensions of Advanced Nursing Practice. 2 Units.
This course will focus on psychosocial and spiritual dimensions of care. Psychosocial aspects of care will address interviewing, counseling and coaching skills. In addition, skill in assessing depression, suicidal ideation and substance abuse issues will be addressed. The spiritual domain of health will be emphasized.
NURS 440. The Challenge of Suffering: Meaning, Responses, and Potential for Growth. 3 Units.
The interdisciplinary course will address the multiple facets of suffering, including the meaning of suffering, potential for growth and transformation, policies and practices that influence suffering, and those factors that affect quality of life and quality of death. Concepts and theories will be drawn from the social sciences and humanities, as well as from the health disciplines. The influence of socio-political, cultural, and economic forces of suffering will be addressed. Graduate standing or permission of instructor is required. Offered as: ANTH 442 and MEDS 9440 and NURS 440.

NURS 441. Mental Health of Older Adults. 1 Unit.
This course focuses on discussion of the consultative, investigative, and planning skills to meet the special mental health needs of the elderly. Concepts of mental health promotion, mental illness prevention, knowledge development, implementation, and evaluation of psychotherapeutic nursing strategies are examined. The examination of diverse mental health disorders in the aged mental health service delivery are included.

NURS 442. Mental Health Interventions with Older Adults. 1 Unit.
This course focuses on the theoretical basis of psychosocial assessment and intervention with older adults and their families, with an emphasis on individual, group, and family interventions. Concepts from individual, family, and group modalities and the process of consultation and education are examined. Students will also learn the components of individual and family assessment in "well elders" and the identification of mental disorders, including problems with memory and cognition. This knowledge base serves as the foundation for developing and applying interventions in practice to meet the mental health needs of older adults. Prereq or Coreq: NURS 441.

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 assessed. 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 and End of Life 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 advance practice in providing end of life care to patients and families 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 the health care delivery system and advanced practice nursing. Students will discuss strategies related to reimbursement, business practices, billing, and coding.

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 the regulatory process will be explored.

NURS 453. Advanced Pathophysiology. 4 Units.
This course focuses on the alterations produced by injury and disease across the lifespan to distinguish normal physiology from pathophysiologic process. Biologic concepts and relationships that contribute to capacity for health and vulnerability to illness are examined.

NURS 454. Well Woman Health Care. 3 Units.
Study of selected theoretical formulations and models applied by professional nurses in the promotion of growth and wellness in adolescent and adult women. Emphasis on conception, decision making, sexuality and health teaching. Acquisition of knowledge and skill related to physical and psychosocial health assessment of pregnant and nonpregnant clients. Individually planned experiences with nurse faculty who are serving as primary care givers in maternity, family planning and gynecologic care settings. Prereq or Coreq: NURS 453 and NURS 459.

NURS 455. The Childbearing Family. 4 Units.
This course will focus on analysis and applications of the nursing strategies to enhance health-seeking behaviors of the pregnant family during the maternity cycle and on the education of parents about the childbearing year. The normal aspects of the pregnant woman and the identification of any deviations from the normal are central to the content. The course will also emphasize the enhancement of the pregnant family’s childbirth experience through utilization of the teaching-learning process. The student will learn to evaluate and apply techniques relative to childbirth education. Clinical experiences will be planned in antepartum, neonatal, childbirth education and home settings. 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 is 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 is 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 experience focuses on achieving the foundation for competent practice as a beginning practitioner. This includes anticipating and identifying complications and participating in consultations, referrals, and collaborative management. Prereq: NURS 559.

NURS 459. Advanced Health Assessment. 3 Units.
This course is designed to prepare the student to refine history taking and physical examination skills for individuals across the lifespan. It incorporates diagnostic reasoning and interpretation of data which provides the basis for advanced nursing practice.

NURS 460A. Theoretical Basis for Individual Counseling. 1 Unit.
This course emphasizes the ongoing development of the counseling relationship across the life span. The professional encounter between the individual and advanced practice nurse will be formulated based on the Helping Model for problem management. Students will differentiate counseling and therapy. Students will also develop and apply crisis intervention skills, interviewing skills and alternative adjunct therapies.
NURS 460B. Theoretical Basis for Individual Psychotherapy. 1 Unit.
This course will build therapeutic skills for the advanced practice nurse specializing in mental health. Students will master Helping Skills in their interventions with individuals with psychopathology. Prereq: NURS 460A. Prereq or Coreq: SSBT 548 or PSCL 524.

NURS 461. Practicum and Supervision of Individual Therapy. 1 - 2 Unit.
Direct care experience. Focus on therapeutic process with persons experiencing psychosocial disturbances. Use of nursing strategies to enhance health-seeking behaviors. Examination of genesis of psychopathology; emphasis on methods of assessment, goal setting, intervention, and evaluation. Group and individual supervision. Prereq: NURS 460A.

NURS 462. Practicum and Supervision of Group and Family Therapy. 2 - 3 Units.
Direct care experience, formal group and family experience focusing on process, content and leader behavior. The nurse-therapist employs nursing strategies to enhance health-seeking behaviors of family and group. Use of concepts from psychiatry and behavioral and social sciences related to the promotion of mental health and treatment of psychosocial distress in groups and families. Group and individual supervision of clinical experience. Focus of supervision is on judgment, family and group intervention skills, and application of theory from analysis and interpretation of data. Prereq or Coreq: NURS 467.

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 MHPH 466, EPBI 466, SOCI 466, NURS 466 and BETH 466. Prereq: Graduate student status or instructor consent.

NURS 467. Theory of Family and Group Modalities. 2 - 3 Units.
The professional encounter between nurse therapist and the group or group members and the family or family members occurs within the context of an environment of care. The nurse therapist enhances health-seeking behaviors of individuals, families and groups. The nurse therapist employs nursing strategies cognizant of interviewing variables, to facilitate health-seeking behaviors of family and group members. Concepts from family and group theory, family and group literature, and research in family and small group dynamics are selected to provide an eclectic approach to treatment.

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 EPBI 468, MHPH 468, NURS 468.

NURS 470. Psychopathology. 2 Units.
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 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 479. Public Policy and Aging. 3 Units.
Overview of aging and the aged. Concepts in the study of public policy. Policies on aging and conditions that they address. The politics of policies on aging. Emergent trends and issues. Offered as ANTH 498, BETH 496, EPBI 408, GER 496, HSTY 480, MHPH 408, NURS 479, NURS 579, POSC 480, and SOCI 496.

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 473 and NURS 475 and NURS 476. Coreq: NURS 474.

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 481 and NURS 482.

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/clinical nurse specialist (NP/CNS), 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 487

NURS 491. Public Health Nursing I: Foundations of Advanced Public Health Nursing. 3 Units.
This is the first course in the Public Health Nursing major. It is designed to introduce students to the role and functions of the advanced public health nurse and emphasizes the importance of population/community-based focused practice. Synthesizing knowledge from the discipline of nursing and public health sciences, students will examine the historical, philosophical, legal, and ethical foundations of community health nursing practice. This course requires a 60 hour community engagement experience in an existing population focused program. Coreq: NURS 405.

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. Coreq: INTH 301/401.

NURS 495. Public Health Nursing II: Assessment and Planning for the Health of Communities. 2 Units.
This is the second course in the Advanced Public Health Nursing major. Students will be introduced to assessment and program planning models based on theoretical underpinnings. Students will learn to identify appropriate evidence-based interventions based on primary, secondary, and tertiary prevention strategies to attain expected outcomes. Prereq: NURS 491.

NURS 496. Public Health Nursing III: Program Evaluation and Dissemination. 3 Units.
This course completes the Advanced Public Health Nursing major didactic content. A case method approach will be used to develop strategies for program evaluation. This course will explore approaches to encourage program dissemination, sustainability, community empowerment, coalition building, and collaborative activities with stakeholders. Prereq: NURS 495.

NURS 497. Public Health Nursing Clinical. 1.5 - 4.5 Unit.
The clinical hours for the Advanced Public Health Nurse major include population assessment, planning, implementation, and evaluation. The clinical content integrates the didactic content from the NURS 491, 495, and 496 courses. Students, in consultation with faculty and partnership with a community-based organization, identify a population, complete needs assessment, identify health assets and needs, develop and implement a program in consultation with stakeholders, and systematically evaluate the effectiveness of the program. Students can only implement the clinical aspects concurrent with or following the successful completion of the didactic content. For example, students may enroll for clinical hours for assessment while or after they have completed NURS 491 content. Coreq: NURS 491, NURS 495, or NURS 496.

NURS 499. The Nurse Executive-Personal & Professional Challenges in Health Care. 3 Units.
Offered toward end of the M.S.N./M.B.A. program and prepares the graduate for entry into a nurse management role. The focus will be on contemporary role demands in nursing management, ranging from head nurses to vice presidents of nursing to heads of community health and mental health agencies, and taking account of all regions of the U.S. Emphasis will be placed on exploring knowledge and skill requirements of nursing management, current developments (such as nursing values, goals, and tasks), and the strategic and operational configuration of hospitals and other health care agencies.
NURS 500. Master’s Thesis. 1 - 4 Unit.
Systematic investigation of a research problem selected by the student for independent study. Prereq: NURS 415.

NURS 502. Inquiry III - Evidence-Based Nursing Practice. 2 Units.
This course focuses on linking research evidence to nursing practice. Processes for implementation and evaluation of evidence-based nursing practice will be included. Prereq: NURS 425 or NUND 404C.

NURS 503. Inquiry Practicum. 1 - 2 Unit.
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, 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, EPBI 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.

NURS 518. Qualitative Nursing Research. 3 Units.
This course is a study of qualitative research approaches directed toward 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 in depth the criteria for rigor, and analyze ethical issues in qualitative methodologies.

NURS 521. Advanced Nursing Research II. 3 Units.
The discussion of research designs and their rationale for use will be continued. Principles of measurement, study implementation and data analysis will be discussed. The development of a research proposal will be the expected outcome of this two-semester sequence. Prereq: NURS 401 or STAT 401 and NURS 520.

NURS 522. Advanced Internship in Cardiovascular Nursing. 1 - 5 Unit.
This 600-hour internship is designated to provide the master’s prepared ACNP-Cardiovascular Nursing Program graduate with the experience needed to enter practice as an APN caring for patients with complex cardiac disorders. Recommended preparation: completion of appropriate NP program. Prereq: NURS 411.

NURS 523. Advanced Internship in Flight Nursing. 1 - 5 Unit.
This internship is designed to provide the Master’s prepared ACNP-flight nurse concentration graduate with experience needed to qualify for the Certification Examination in Flight Nursing. This experience consists of a 600 hour precepted internship in a flight nursing setting. Recommended preparation: Completion of M.S.N. program focus in Flight Nursing and ACNP certification, certification in ACLS, PALS, and neonatal resuscitation.

NURS 524. Advanced Practicum in Infection Control. 1 - 5 Unit.
This practicum experience consists of up to 600 hours of a precepted experience in an infection control program setting. This practicum is designed to provide the student with experience needed to qualify for the Certification Examination in infection Control administered by the Certification Board of Infection Control and Epidemiology to receive CIC certification. The student may choose among a public health, acute care, long-term care, or international setting. Prereq: NURS 450.
NURS 530. Advanced Nursing Research Methods I. 3 Units.
This course focuses on conceptualization of a research problem within a nursing perspective, threats to validity, sampling, measurement, and survey, quasi-experimental, and experimental designs. The emphasis is on the application on these strategies while encouraging flexibility in conceptualizing a study using different research methods. Students will develop a research study using methods consistent with theoretical and empirical knowledge and the nursing perspective. Coreq: NURS 532.

NURS 531. Advanced Nursing Research II. 3 Units.
This course is the second in a two-course sequence of research methods. It focuses on power analysis, data management, experimental and epidemiological designs and designs to assess change. Included is a discussion of ethics and concerns regarding human subjects. The emphasis is on the application of research strategies while encouraging flexibility in conceptualizing a study using different methods. The development of a research proposal is the outcome of this two-semester sequence. Prereq: NURS 530 and NURS 532 or consent of instructor.

NURS 532. Basic Statistics: Fundamentals for Analysis. 3 Units.
The purpose of this course is to provide the student with the fundamentals needed for analysis of research problems. It will review theoretical foundations of statistical analysis and inference, probability theory, and hypothesis testing. Use of measures of central tendency, basic parametric and non-parametric tests will be discussed, with specific application to health problems. Use of SPSS will be included. Prereq: Graduate standing or permission of instructor.

NURS 557. Advanced Midwifery. 6 Units.
In consultation with faculty, students select a nurse-midwifery service where they assume the responsibilities of beginning practitioner for a minimum of 10 weeks of intensive supervised clinical practice. Students synthesize the nurse-midwifery management process while providing continuity of care and integrating all core competency areas. Students 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. Advanced Practice in Nursing Care of Women. 4 Units.
Integration of concepts, theories, conceptual, and theoretical models, focused on supporting the health-seeking of women and their families as they contend with intervening factors. Emphasis on psychosomatic, acute and long-term illnesses and their interplay with psychosocial problems encountered by women. Clinical practice and seminars will include providing nursing care to women and their families in all stages of life cycle. Prereq: NURS 455.

NURS 577. M.S.N./M.B.A. Management Practicum. 3 Units.
The student will enter the M.S.N./M.B.A. program with a minimum of two years of recent clinical nursing experience, and may or may not have had any management experience. This practicum is designed to provide a guided experience in a management context. NURS 577 will be offered in the spring semester of the second year of the M.S.N./M.B.A. program, after the student has completed nearly all basic courses in both schools. The management practicum will provide onsite experience in management activities. Most practicum sites will be area health care agencies. In some cases, students may alternate opportunities addressing health-related policies in area businesses or corporations. Typical practicum experiences will engage students in management projects, special assignments and/or research. Students are expected to use current management and nursing knowledge and will often use the research process in completing the practicum experience. They will work closely with nurse executives and managers within their organizations. Prereq: NURS 468 and NURS 471.

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 579. Public Policy and Aging. 3 Units.
Overview of aging and the aged. Concepts in the study of public policy, Policies on aging and conditions that they address. The politics of policies on aging. Emergent trends and issues. Offered as ANTH 498, BETH 496, EPBI 408, GERO 496, HSTY 480, MPH 408, NURS 479, NURS 579, POSC 480, and SOCI 496.

NURS 601. Special Problems. 1 - 12 Unit.
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 Ph.D. course is designed to provide in-depth knowledge of research 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.

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, with particular emphasis placed on test construction and analysis. Prereq: NURS 578.

NURS 620. Action Research and Program Evaluation. 1 Unit.
This course introduces the student to the concept of purposeful evaluation. The applicability of action research and evaluation to the change process and to continuous improvement within various venues will be explored. The iterative, participative, and emergent nature of generation of new knowledge and practice innovations will be discussed. Offered as NUND 480 and NURS 620. Prereq: NURS 578.

NURS 621. Teaching Practicum. 1 - 6 Unit.
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 of linear models, including simple and multiple regression, logistic regression and application 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.

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 530 and NURS 531 and NURS 532 and NURS 630.

NURS 632. Advanced Statistics: Structural Equation Modeling. 3 Units.
This course focuses on advanced data analytic procedures using structural equation modeling (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 Unit.
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.

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

School of Nursing Faculty

Professors
Claire M. Andrews, PhD, CNM, FAAN
(Wayne State University)
The Arline H. and Curtis F. Garvin Professorship in Nursing Excellence; Professor of Nursing

Barbara J. Daly, PhD, RN, FAAN
(Bowling Green University)
The Gertrude Perkins Oliva Professorship in Oncology Nursing; Professor of Nursing

Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN
(New York University)
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 & Professor of Nursing

Katherine R. Jones, PhD, RN, FAAN
(Stanford University)
Sarah Cole Hirsch Professorship; Professor of Nursing

Mary E. Kerr, PhD, RN
(Case Western Reserve University)
May L. Wykle Professor of Nursing; Dean of Nursing

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

Elizabeth A. Madigan, PhD, RN, FAAN
(Case Western Reserve University)
The Independence Foundation Professorship in Nursing Education; Associate Dean for Academic Programs

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

Carol M. Musil, PhD, RN, FAAN
(Case Western Reserve University)
Professor of Nursing

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

Associate Professors
Elizabeth G. Damato, PhD, RN, CPNP-PC
(Boston College)
Associate Professor of Nursing

Michael Decker, PhD, RN
(Case Western Reserve University)
Associate Professor of Nursing

Marguerite DiMarco, PhD, RN
(Case Western Reserve University)
Associate Professor of Nursing

Mary A. Dolansky, PhD, RN
(Case Western Reserve University)
Associate Professor of Nursing

Sara L. Douglas, PhD, RN
(Illinois State University)
Associate Professor of Nursing

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

Evelyn G. Duffy, DNP, A/GNP-BC, FAANP
(Case Western Reserve University)
Associate Professor of Nursing

Patricia A. Higgins, PhD, RN
(Case Western Reserve University)
Associate Professor of Nursing

Cheryl M. Killion, PhD, RN, FAAN
(University of California, Los Angeles)
Associate Professor of Nursing

Marilyn J. Lotas, PhD, RN  
(University of Michigan)

Diana L. Morris, PhD, RN, FAAN, FGSA  
(Case Western Reserve University)

Florence Cellar Associate Professor of Gerontological Nursing  
Mary T. Quinn Griffin, PhD, RN  
(Case Western Reserve University)

Carol Savrin, DNP, RN, FNP, CPNP, FAANP  
(Case Western Reserve University)

Associate Professor of Nursing

Patricia W. Underwood, PhD, RN, FAAN  
(University of Michigan)

Associate Professor of Nursing

Chris Winkelman, PhD, RN  
(Case Western Reserve University)

Assistant Professor of Nursing

Amy Y. Zhang, PhD  
(The Pennsylvania State University)

Assistant Professor of Nursing

Assistant Professor of Nursing

Carol G. Kelley, PhD, RN, CNP  
(Case Western Reserve University)

Irena L. Kenneley, PhD, RN, APHRN-BC  
(Case Western Reserve University)

Deborah F. Lindell, DNP, PHCNS-BC, CNE  
(Case Western Reserve University)

Jane F. Marek, DNP, RN, NP  
(Case Western Reserve University)

Polly M. Mazanec, PhD, ACNP-BC, AOCN  
(Case Western Reserve University)

Susan R. Mazanec, PhD, RN, AOCN  
(Case Western Reserve University)

Research Assistant Professor of Nursing

Patricia E. McDonald, PhD, RN  
(Case Western Reserve University)

Gretchen G. Mettler, PhD, CNM  
(Kent State University)

Assistant Professor of Nursing

Barbara Morrison, PhD, RN, FNP, CNM  
(University of Illinois)

Assistant Professor of Nursing

Gayle M. Petty, DNP, RN  
(Case Western Reserve University)

Maryjo Prince-Paul, PhD, APRN, ACHPN  
(Case Western Reserve University)

Jacquelyn Slomka, PhD, RN  
(Case Western Reserve University)

Theresa S. Standing, PhD, RN  
(Case Western Reserve University)

M. Jane Suresky, ND, RN, PMHCNS-BC  
(Case Western Reserve University)

Valerie Toly, PhD, RN, PNP  
(Case Western Reserve University)

Camille B. Warner, PhD  
(Case Western Reserve University)

Ann S. Williams, PhD, RN, CDE

Assistant Professor of Nursing

Assistant Professor of Nursing

Assistant Professor of Nursing

Assistant Professor of Nursing
Instructors

Theresa A. Backman, MSN, RN  
Instructor of Nursing

Kristina Banks, DNP, RN, CPNP  
Instructor of Nursing

Amelia L. Bieda, MSN, RN  
Instructor of Nursing

Mark A. Caldwell, MSN, CRNA  
(Case Western Reserve University)  
Nurse Anesthesia Instructor

Margaret A. Contrera, MSN, CRNA  
(Case Western Reserve University)  
Nurse Anesthesia Instructor

Cynthia Danko, MSN, RN  
Instructor of Nursing

Mary Franklin, MSN, CNM  
(Case Western Reserve University)  
Instructor of Nursing

Gregory Graham, MA  
Instructor

Mary de Haan, MSN, ACNS-BC  
(Ursinus College)  
Instructor of Nursing

Laura Distelhorst, MSN, RN  
(Kent State University)  
Instructor of Nursing

Laurine A. Gajkowski, ND, RN, CPN  
(Case Western Reserve University)  
Instructor of Nursing

Carolyn W. Harmon, PhD, ARNP-BC  
Instructor of Nursing

Heather J. Hawkins, MSN, CRNA  
Nurse Anesthesia Instructor

Jesse Honsky, MSN, RN  
(Case Western Reserve University)  
Instructor of Nursing

Julie Hopkins, MSN, RN, CNE  
(Cleveland State University)  
Instructor of Nursing

Molly J. Jackson, MSN, RN, CNP  
Instructor of Nursing

Kathleen M. Juniper, MSN, RN  
Instructor of Nursing

Connie S. Kelling, MSN, RN, CNP  
Instructor of Nursing

Joan M. Koesterer, BS, RN, MBA  
(Case Western Reserve University)  
Instructor of Nursing

Leslie S. Kushner, MSN, RN  
Instructor of Nursing

Kathleen Massoli, MSN, CRNA  
Nurse Anesthesia Instructor

Kelly K. McConnell, MSN, RN  
(University of Phoenix)  
Instructor of Nursing

Christopher F. Manacci, DNP, RN, CCRN, CFRN  
(Case Western Reserve University)  
Instructor of Nursing, Director of Flight Nursing Program

Angela Milosh, MSN, CRNA  
Nurse Anesthesia Instructor

Sonya D. Moore, MSN, CRNA  
Nurse Anesthesia Instructor

Cindy L. Motley, MSN, RN, FNP-BC  
Instructor of Nursing

Rebecca M. Patton, MSN, RN, CNOR, FAAN  
(Case Western Reserve University)  
Instructor of Nursing

Andrew Reimer, PhD, RN  
(Case Western Reserve University)  
Instructor of Nursing

Michael Ruszala, DNP, RN, ACNP  
(Case Western Reserve University)  
Instructor of Nursing

Patricia Satariano-Hayden, MSN, CRNA  
Nurse Anesthesia Instructor

Tamara Schurigyn, MSN, CRNA  
Nurse Anesthesia Instructor

Joy Marie Sedlock, MSN, RN, CNM  
Instructor of Nursing

Melissa Seman, MSN, CRNA  
Nurse Anesthesia Instructor

Rita M. Sfiligoj, MSN, RN, MPA  
(Cleveland State University)  
Instructor of Nursing

Stephanie L. Steiner, MSN, RN, ACNP  
Instructor of Nursing

La Tonya Martin Stergis, ND, RN, CNM  
Instructor of Nursing

Mary Njalian Variath, MSN, RN  
Instructor of Nursing
Lecturers
Ann Modic, BSN, NNP-BC
Lecturer of Nursing

Kathryn Rudd, MSN, RNC-NIC, C-NPT
Lecturer of Nursing
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