NURS 110. 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 between theory, evidence, 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 1: Introduction. 2 Units.
This course focuses on the content, flow and processing of patient information and the role of the nurse as the communication gateway for that information. It provides an overview of the key players in the health care information systems environment and how these players impact the care process. The course is designed to build an understanding of basic information technologies and the ways in which a nurse can manage the information to support the delivery of client care.

NURS 122. Foundations of the Practice II. 3 Units.
This course builds on the concepts essential to the foundations of nursing practice presented in previous nursing courses. It is designed to focus on strategies, skills, and techniques to obtain a comprehensive individual health history, family health history, and physical examination. Therapeutic interventions based on assessment and scientific knowledge will be performed. BIOL 114, BIOL 116, NURS 110, NURS 111, all with grades of C or better.

NURS 160. Health Care in the Community. 1 Unit.
This course is a seminar focused on the delivery of culturally appropriate, community-based health care and on selected issues contributing to the growing disparities in health care outcomes. Students will engage in a field experience in a Cleveland community health facility or school system. The seminar will include sessions devoted to reflection and evaluation of the field experience related to issues contributing to disparities in health care and content related to public health nursing.

NURS 201. Applied Nutrition in Health and Disease. 2 Units.
This course builds upon the student's knowledge of human physiology and metabolism. Nutrient requirements are highlighted as well as changes related to different stages in the lifespan. Contemporary nutritional issues will be addressed. Prereq: BIOL 114 and BIOL 116.

NURS 210. Teaching/Learning in the Community. 1 Unit.
This course expands on foundational public health nursing concepts to develop student knowledge, skills, and attitudes in providing culturally competent health care to diverse populations using the service learning model. This course explores the relationships between, learning needs, health literacy, teaching/learning interventions and evaluation of learning. Utilizing a balance between knowledge-centered and skill-centered approaches to delivering culturally competent care, students will engage in both traditional classroom and transcultural experiential learning encounters. Prereq: NURS 160.

NURS 211. Introduction to Pharmacology 1. 1.5 Unit.
This course is the first of two courses introducing the basic principles of pharmacology and pharmacotherapeutics, including review of characteristics and use of major drug classifications with emphasis on nursing implications. The pharmacological content presented in this course will be coordinated with Nursing Care of the Adult 1 with emphasis placed on patients experiencing co-morbid conditions. Prereq: BIOL 117, CHEM 119, NURS 122. Coreq: NURS 230 and NURS 250.

NURS 212. Introduction to Pharmacology 2. 1.5 Unit.
This course is the second of two courses introducing the basic principles of pharmacology and pharmacotherapeutics, including review of characteristics and use of major drug classifications with emphasis on nursing implications. The pharmacological content in this course will be coordinated with Nursing Care of the Adult 2 with emphasis focused on patients experiencing co-morbid conditions. Prereq: NURS 211, NURS 230 and NURS 250. Coreq: NURS 240 and NURS 317.

NURS 230. Nursing Care of the Adult 1. 5 Units.
This is the first of two courses focusing on the application of the nursing process to adults and older adults experiencing common acute and chronic health alterations. Special emphasis is placed on patient assessment, diagnostic testing, beginning medication teaching and administration, and other nursing interventions as they relate to caring for adults and older adults with alterations in fluid/electrolyte and acid/base balance, and respiratory, cardiac, genitourinary, and endocrine (diabetes) functioning. Care of the patient in the perioperative setting and care of the patient with cancer are also emphasized. Prereq: BIOL 117, CHEM 119, NURS 122. Coreq: NURS 211, NURS 250.

NURS 240. Nursing Care of the Adult 2. 4.75 Units.
This course builds upon the knowledge and skills mastered in NURS 230. Course content and learning opportunities provide students with the information necessary to collaborate with other members of the health care team in providing comprehensive care to adults and older adults. Students are expected to collaborate with members of the health care team to plan and implement interventions and to evaluate patient responses to selected interventions. Special emphasis is placed on patents experiencing co-morbid conditions which include alterations in immunologic, hematologic, gastrointestinal, musculoskeletal, and neurologic functioning. Prereq: CHEM 121, NURS 211, and NURS 230. Coreq: NURS 212.

NURS 250. Aging in Health and Illness. 2 Units.
This course will explore the concept of aging as a healthy developmental process with a particular focus on older adults as active, independent and contributing members of the community. Content will include the process of healthy aging, major health problems for which older adults are at risk, and policy issues. Prereq: BIOL 117, CHEM 119, NURS 122. Coreq: NURS 211.

NURS 260. Evidence Based Public Policy in the Community. 1 Unit.
This course expands on foundational public health nursing concepts to develop student knowledge, skills, and attitudes in providing culturally competent health care to diverse populations using the service learning model. Utilizing a balance between knowledge centered and skill centered approaches students will apply concepts of team work and collaboration to experiential learning outcomes. Prereq: NURS 160.
NURS 277. BCLS and First Aid for Health Care Providers. 0 Unit.
Designed for healthcare professional students, this course follows the American Heart Association Basic Life Support (BLS) for Healthcare Providers Course objectives. It provides a variety of healthcare professional students the ability to recognize several life-threatening emergencies, provide CPR, use an AED, and relieve choking in a safe, timely and effective manner. Basic first aid skills are also included in this course.

NURS 310. Leadership in the Community. 1 Unit.
This public health course is designed to develop student knowledge, skills and attitudes in providing culturally competent health care to diverse populations, using the service learning model. Students will explore nursing’s role as a community health advocate in the promotion of health and the elimination of health disparities. Utilizing a balance between knowledge-centered and skill centered approaches to delivering culturally competent care, students will apply leadership concepts in both traditional classroom and transcultural experiential learning encounters. Prereq: NURS 210 and NURS 260.

NURS 315. Parents and Neonates in Health and Illness. 4.5 Units.
This course focuses on the study of child bearing families and their health-seeking behaviors from a developmental perspective. Content includes nursing knowledge and skills related to assessment of health status of parents and neonates. Nursing strategies focusing on interventions to promote, restore, and maintain health are discussed. Prereq: NURS 212, NURS 240, NURS 317, NURS 342, and SOCI 203.

NURS 316. Infants, Children, and Adolescents in Health and Illness. 4.5 Units.
The study of infants, children, and adolescents, and the health-seeking behaviors from a developmental perspective. Emphasis is on healthy infants, children, and adolescents as well as infants, children, and adolescents with common, acute, and chronic illness within the context of their family environment. Nursing strategies focus on interventions to promote, restore, and maintain health and foster growth and development. Prereq: NURS 212, NURS 240, NURS 317, NURS 342, and SOCI 203. Coreq: NURS 315.

NURS 317. Psychiatric-Mental Health Nursing. 3.75 Units.
The course is designed to address health-seeking behavior patterns within the context of psychiatric and mental health nursing concepts. The focus is on clients with psychiatric disorders and their mental health. Nursing strategies that are appropriate for assessment and intervention with individuals, families, and groups to facilitate optimal mental health will be discussed and practiced. Prereq: NURS 211 and NURS 230. Coreq: NURS 212.

NURS 320. Theoretical and Evidence Bases for Best Practice in Nursing. 3 Units.
This course explores the theoretical and evidence bases for best practices in nursing. The course begins with an overview of the theoretical and philosophical underpinnings of nursing practice and nursing science. The course includes an intensive focus on the concept of evidence based practice and the process of evaluation supporting practice. Additionally, the course introduces evaluation models used to determine the effectiveness and quality of existing practice and to recommend improvements. Counts as SAGES Departmental Seminar. Prereq: STAT 201 or STAT 201R.

NURS 338. Care of the Adult and Older Adult with Complex Health Alterations. 4.5 Units.
The purpose of this course is to provide the student with the knowledge and skills to care for one or more complex, acutely ill adult patients, who presents with co-morbid conditions and may be dependent on technologies. This complexity encompasses the physical, psychological, social, spiritual, and ethical domains of care and includes both patient and the family. Prereq: NURS 212, NURS 240, NURS 342 and NURS 317. Coreq: NURS 339.

NURS 339. Care of the Perioperative Patient. 3.5 Units.
The purpose of this course is to provide the student with a dynamic learning experience in a perioperative environment to enhance the knowledge, cognitive and psychomotor skills to care for one or more patients undergoing operative or invasive procedures. The Perioperative Patient-Focused Model (AORN, 2008) will provide the framework for this course. This Model addresses patient centered care, patient safety, physiologic responses, and behavioral responses of the patient and family. In addition, content will cover issues of quality and safety, informatics, and identification of evidence based practice within the perioperative context. The clinical setting is interdisciplinary and multidisciplinary with other members of the perioperative team. As a member of this team, the student will develop strategies to inspire team work and collaboration with emphasis on communication, patient advocacy and leadership skills. Prereq: NURS 212, NURS 240, NURS 317 and NURS 342. Coreq: NURS 338.

NURS 341. Concepts of Management and Leadership. 3 Units.
This course focuses on the study of basic concepts related to leadership and management in the provision of nursing care. Highlighted units of instruction include organizational culture and structure, leading high performing teams, human and capital resource management, delegation and outcome evaluation. The management functions of planning, organizing, directing and evaluating are explored. Prereq: NURS 315, NURS 316, NURS 338, NURS 339.

NURS 342. Medical Microbiology, Immunity, and Infectious Disease. 4 Units.
Introduction to viral, bacterial, rickettsial, fungal and parasitic organisms pathogenic to humans, known to be the etiological agents of infectious diseases. Review of the course, manifestations, pathogenesis, epidemiology and therapies of selected diseases associated with the infectious disease intervening variable. Prereq: BIOL 117 and CHEM 121.

NURS 343. Issues and Ethics in Health Care. 2 Units.
This course is designed to introduce the student to the principles underlying ethical issues and methods of rational decision making. Fundamental theories will be reviewed and opportunity provided, using case analysis, to apply the theories in addressing ethical dilemmas common to modern health care. Prereq: NURS 315, NURS 316, NURS 338, and NURS 339.

NURS 345. Nursing Informatics 2. 2 Units.
This course builds on information learned in NURS 120, and focuses on the use of informatics in nursing practice, education, and research. The emphasis is on using informatics to solve clinical problems. The course addresses how nursing informatics has evolved as a discipline and explores career options in nursing informatics. Current policy and legislative influences on health care technology are also addressed. Prereq: NURS 120.
NURS 352. Acute Care 3. 8 Units.
This course focuses on the knowledge and skills necessary to provide nursing care for patients with complex problems. Emphasis is on nursing strategies designed to provide comprehensive care to patients and their families affected by acute illness. Clinical practice is directed toward the care of acutely ill adults. Prereq: NURS 315, NURS 338, NURS 339, NURS 373.

NURS 354. Nursing Care of Critically Ill Adults. 8 Units.
This course focuses on the integration of knowledge and skills to provide effective and efficient nursing care to critically ill adults. Emphasis is on nursing strategies directed toward the care of the critically ill patient with a focus on use of biomedical technology, planning and managing patient care, and beginning care of patients with complex care needs. Prereq: NURS 338, NURS 339, NURS 373.

NURS 356. Nursing Care of Critically Ill Neonates, Infants, and Children. 8 Units.
This course focuses on the knowledge and skills necessary for beginning practice in the nursing care of critically ill neonates, infants and children. Emphasis is on nursing strategies directed toward the application of basic principles of critical care nursing with attention to special needs of critically ill neonates, infants and children and their families. Prereq: NURS 316, NURS 338, NURS 339, and NURS 373.

NURS 360. Process Change in the Community. 1 Unit.
This public health nursing course is designed to develop student knowledge, skills, and attitudes in providing culturally competent health care to diverse populations, using the service learning model, by analyzing key community components that influence health and wellness. Students will explore nursing’s role as a community health advocate in the promotion of health and the elimination of health disparities. Utilizing a balance between knowledge-centered and skill-centered approaches to delivering culturally competent care, students will engage in both traditional classroom and transcultural experiential learning encounters. Prereq: NURS 210 and NURS 260.

NURS 370. Information Technologies in Health. 1 Unit.
The focus of this course is the application of advanced information technologies in the health care of communities and populations. Building on a base of pre-requisite informatics course knowledge and student clinical experiences, the course will explore contemporary issues in informatics and the ways in which a nurse can manage the information to support the delivery of care to clients, communities, and populations. Prereq: NURS 345.

NURS 371. Public Health Nursing. 3 Units.
In this course, students will utilize a problem-based approach to develop knowledge and specific competencies in applying key concepts of public health, public health nursing and epidemiology. Through guided observation and classroom experiences, students will discover strategies to assess, plan, implement and evaluate population-focused programs for health promotion and disease prevention. Prereq: NURS 310 and NURS 360.

NURS 372. Health in the Global Community. 3 Units.
This course focuses on an analysis of the forces shaping community and global health patterns. Drawing on multidisciplinary sources, this course explores the impact of these global processes as they manifest in the health of our own and other societies. Emphasis is placed on analysis of the broad cultural, environmental, social-economic, and political systems that contribute to health status and outcomes, health policies, and health care delivery around the world. Prereq: NURS 310 and NURS 360.

NURS 373. Global Health Practicum. 5 Units.
The purpose of this practicum is to provide students with the opportunity to analyze the concepts of health and health care, health policy and finance, culture and ethics through a preceptored, community-based immersion experience in local, national or international settings. Students will apply epidemiological techniques, the skills of negotiation, partnership building, community assessment and nursing science in the identification and analysis of a health problem leading to the development of an intervention. Counts as SAGES Senior Capstone. Prereq: NURS 315, NURS 316, NURS 338, NURS 339. Coreq: NURS 371 and NURS 372.

NURS 394. Global Health Seminar. 3 Units.
The focus of this course is the issues and trends in global health from both a nursing and a trans-disciplinary perspective. The course covers how international social, political, economic, environmental, and cultural issues affect health and health care. Particular emphasis is placed on nursing’s contribution to global health issues and outcomes. Offered as: NURS 394 and NURS 494.

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

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

NURS 404. Emergent Care of the Child. 2 Units.
This course provides an introduction to the care of the child requiring critical care transport. This course examines pathophysiology, assessment, diagnostic approaches, and interventions specific to emergent care of infants, children and adolescents by advanced practice nurses. Prereq: NURS 406.

NURS 405. Inquiry I - Theoretical Foundations. 2 Units.
This course provides an introduction to conceptual and theoretical thinking. Students will examine knowledge development in nursing, conceptual structures, and their uses as a basis for nursing practice and research.

NURS 406. Flight Nursing Seminar I. 1 Unit.
This 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. Critical Care Transport and Advanced Nursing Practice 2. 1 Unit.
This course provides continued application of advanced nursing practice management to individuals and groups of patients in the unstructured environments. Concepts specific to air medical environment, crew resource management, and critical care transport are further explored. Leadership and research for health care delivery in the air medical industry are introduced. Prereq: NURS 406.

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. Advanced Electrocardiography Seminar. 1 Unit.  
This seminar focuses on advanced 12 lead ECG interpretation, cardiac rhythm abnormalities, and advanced nursing practice management when abnormalities in ECG waveforms and rhythms occur. Prereq: NURS 430 or Requisites Not Met permission.

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

NURS 412. Practice Change Implementation. 1 Unit.  
The course focuses on evidence-based practice implementation and quality improvement methods to facilitate effective management of practice change. Students will define quality and safety problems in the healthcare system in which they work and then implement a change. The course covers issues related to evidence-based practice, teamwork, systems science, change management, and data analytics. Students will apply the concepts to practice through an implementation/quality improvement project.

NURS 416. Integrated Assessment of the Neonate for Midwives. 1 Unit.  
This course introduces concepts fundamental to the integrated assessment of the neonate. Gestational age assessment and physical assessment skills are developed. The course provides the basis for problem identification, decision making, and case management.

NURS 421. Foundations of Palliative Care. 1 Unit.  
This course is designed to provide health care professionals with knowledge about providing holistic care for clients of all ages and their families living with advanced illness. Palliative care as a discipline will be examined, with an emphasis on the interprofessional team in assisting patients and their families to make health care plans that reflect their goals and preferences.

NURS 422. Advanced Communication Strategies for Health Care Professionals. 1 Unit.  
This course is designed to provide health care professional with theory, knowledge and skills important in establishing effective communication with clients, families and interprofessional team members when caring for clients with advanced illness. Initiation of goal directed conversations, advance care planning and family meetings will be examined.

NURS 423. Palliative Care in Specialized Populations. 1 Unit.  
This course is designed for the health care professional to apply knowledge and skills in the provision of palliative care to selected populations. Current trends, ethical issues, and symptom management challenges are addressed. Prereq: NURS 421.

NURS 424. Advanced Symptom Management in Palliative Care. 1 Unit.  
This course will enable health care professionals to gain knowledge and skills in providing advanced symptom management to patients and families experiencing complex illness. The management of selected distressing symptoms using evidence based strategies will be investigated. Prereq: NURS 421 and NURS 422.

NURS 425. Inquiry II - Research Process. 3 Units.  
This course emphasizes scholarly inquiry, scientific integrity and scientific investigation. It includes study of the research process, particularly design, sampling, data collection and analysis, and interpretation and reporting of findings. Recommended preparation: NUND 201 or STAT 201. Prereq: NURS 405.

NURS 430. Pharmacology and Therapeutics. 3 Units.  
This course focuses on the application of advanced pharmacology and pharmacotherapeutics for common conditions across the lifespan. Principles of pharmacokinetics, pharmacodynamics, and pharmacogenomics are applied. Pharmacotherapeutic decision points congruent with effective prescribing are emphasized, including integrating the ethical, legal and cost-benefits of pharmacological interventions. This course is designed to build on diagnostic reasoning and prior pharmacology study of actions and effects of drugs on the human system. RN licensure and practice recommended Prereq: Enrolled in MSN, DNP or PhD Nursing program.

NURS 431. Psychosocial and Spiritual Dimensions of Advanced Nursing Practice. 2 Units.  
This course will focus on psychosocial and spiritual dimensions of care. 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 443A. Collaboration, Consultation, & Credentialing in Advanced Practice Nurs. 1 Unit.  
The focus of this course is the process of consultation and collaboration in advanced practice nursing. The organizations that are involved in promoting and assisting advanced practice nurses (APNs) will be addressed. The similarities and differences in the roles of the APN will be explored. The process of credentialing APNs will also be examined.

NURS 443B. Role Development in Advanced Practice. 1 Unit.  
The focus of this course is the study of the multiple roles integrated into advanced practice nursing including principles of management and leadership. Strategies to market the value of the advanced practice nurse (APN) role and the individual APN are addressed.

NURS 443C. Teaching and Learning in Advanced Practice. 1 Unit.  
The focus of this course is the examination of the process of teaching, learning, and evaluation. A variety of teaching modalities applicable across the lifespan will be explored.

NURS 444A. Ethical 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 identifying and addressing ethical dilemmas and applying communication strategies in assisting patients and families and the interdisciplinary team is emphasized.

NURS 444B. Health Care Delivery and Finance in Advanced Practice. 1 Unit.  
The focus of this course is the study of the financial and business factors related to 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 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 464. Global Clinical Learning. 1 Unit.
This course will allow the MSN student to engage in clinical work in low and middle income medically under resourced communities providing direct patient care under clinical supervision of MSN faculty. Students will prepare for the experience by gaining knowledge of the history and culture of the region, common diseases prevalent in the area and orientation to the site operations. The student will focus on the 1) steps to diagnose, treat and implement a plan of care for area specific diseases; 2) culturally and resource appropriate treatments; 3) dental hygiene and nutrition as they impact the health of the local population. Students will prepare culturally appropriate presentations for local nurses and contribute to the preparation of non-medical members of the team for patient safety using current evidence based practices. Offered as NUNP 464 and NURS 464. Prereq: Enrollment in MSN, DNP or PhD in Nursing Program.

NURS 465. Psychopharmacology. 2 Units.
Course content will focus on drugs commonly used to treat psychiatric disorders and clinical implications for patient and family.

NURS 466. Promoting Health Across Boundaries. 3 Units.
This course examines the concepts of health and boundary spanning and how the synergy of the two can produce new, effective approaches to promoting health. Students will explore and analyze examples of individuals and organizations boundary spanning for health to identify practice features affecting health, compare and contrast practices and approaches, and evaluate features and context that promote or inhibit boundary spanning and promoting health. Offered as MPH 466, PQHS 466, SOCI 466, NURS 466 and BETH 466. Prereq: Graduate student status or instructor consent.

NURS 468. The Continual Improvement of Healthcare: An Interdisciplinary Course. 3 Units.
This course prepares students to be members of interprofessional teams to engage in the continual improvement in health care. The focus is on working together for the benefit of patients and communities to enhance quality and safety. Offered as PQHS 468, MPH 468, and NURS 468.

NURS 473. Advanced Psychopathology Across the Lifespan: Part I (Infant through Young Adult). 2 Units.
The course focuses on the assessment and diagnosis of psychopathology in children of all ages, infants through young adults. Behavioral deviations from normal growth and development will be assessed while considering age, social, cultural, and economic differences. The responses of family members to psychopathology in these age groups will be discussed.

NURS 474. Advanced Psychopathology Across the Lifespan Part II (Adult and Older Adult). 2 Units.
This course focuses on the assessment and diagnosis of psychopathology in adults and older adults. Behavioral/cognitive deviations from normal growth and development will be evaluated while considering socio-cultural differences and age-appropriate behavior. Responses of family members in relation to adults or older adults' psychopathology will be discussed. Prereq: NURS 473.
NURS 475. General Systems Theory: Foundations for Practice. 2 Units.
This foundational seminar introduces General Systems Theory as a framework for understanding complex entities comprised of component parts that are in constant and mutual interaction. The concepts covered will emphasize the openness and flexibility of a system by attending to its entirety as opposed to focusing on separate parts. The focus is on the organizational structure and processes of that system that are circular in nature through cybernetics processes such as feedback loops which allow system adaptation and transformation. These changes enable systems to become more organized and efficient and to develop the capacity to repair themselves. Students will apply General Systems Theory to their disciplines.

NURS 476. Advanced Practice Seminar: Blended Role of Psychiatric-Mental Health APRN. 1 Unit.
Within the context of family and community, students will explore the blended role of the Psychiatric Mental Health Nurse Practitioner and Psychiatric Mental Health Clinical Nurse Specialist. A focus of the course is boundaries and professional development in the blended role. Students will examine ethical, legal, cultural and professional standards as they relate to micro and macro systems.

NURS 481. Family Systems Theoretical Foundations. 2 Units.
This course focuses on the major contemporary theoretical approaches and therapies for conceptualizing and working with families across the lifespan. Attention is given to families challenged by situations such as stress, trauma, violence, psychiatric disorders, and substance abuse. Prereq: NURS 453 and NURS 473 and NURS 475 and NURS 476 or requisites not met permission.

NURS 482. Family Systems Integration and Application. 1 Unit.
This practicum experience in the application of family theory addresses the professional encounter between the advanced practice nurse (APN) and the family system with attention to health promotion and psychiatric disorder management. Special consideration is given to policy, legal, cultural, and ethical issues regarding family care and practice. Group supervision of the practicum experience is an expectation. Prereq: NURS 473 and NURS 475 and NURS 476. Coreq: NURS 474 and NURS 481.

NURS 484. Individual and Group Modalities for Family Systems Practice Across the Lifespan. 3 Units.
This seminar addresses therapeutic modalities and their foundation as they are applied to families across the lifespan. Brief, individual, and group modalities will be studied in the context of Family Systems Theory with a focus on differences in family constellations and developmental stages. The selection of modalities for families will consider the implications of cultural and gender differences, vulnerable populations, and the stigma of psychiatric illness. Prereq: NURS 481 and NURS 482.

NURS 485. Practicum and Supervision: Family Systems Practice Across the Lifespan. 2 Units.
This practicum experience involves the professional encounter between the individual, group members, and nurse therapist within the context of family systems theory. The nurse therapist employs nursing strategies and concepts from psychiatry and behavioral and social sciences related to the promotion of mental health and biopsychosocial treatment in individual and group members across the lifespan. Attention will be given to situations such as stress, loneliness, trauma, violence, and substance abuse. Group supervision of the practicum experience is an expectation. Prereq: NURS 481 and NURS 482. Coreq: NURS 484.

NURS 486. Modalities for Family Systems Practice: Vulnerable Family Populations. 3 Units.
Within the context of family and community in urban and rural settings, students will explore the special needs of families who are currently manifesting mental health and substance abuse disorders. Examples of vulnerable families include those who have been exposed to acute and chronic stress, natural and man-made disasters, and military-related and other forms of trauma. The needs of youth and adults who are incarcerated will be addressed. Students will encounter the diverse nature of family relationships, including blended, migrant, and immigrant families; relationships that are defined by choice; and families residing on reservations and in religious enclaves. A variety of treatment modalities will be discussed. Prereq: NURS 482 and NURS 485.

NURS 488. Theoretical Basis of Practice and Supervision in Consultation, Collaboration. 2 - 3 Units.
This course focuses on the professional encounter between the nurse consultant-educator and families, work groups, and communities within the context of an environment of care. The nurse consultant-educator applies general systems and family systems theory to enhance the capacity of families to learn, adapt, and develop through mutual interaction and cybernetic processes based on systems theory. The roles of the nurse, educator, researcher, administrator, and therapist supervisor are explored. The theories and processes of consultation, collaboration, and adult education are discussed relative to mental health and community education. Prereq: NURS 484 and NURS 485.

NURS 489. Practicum and Supervision in Role of Family Systems Psych-Mental Health Advanced Practice Nurse. 3 Units.
This practicum course emphasizes the professional encounter between the psychiatric mental health nurse practitioner (NP), families, organizations, communities and agency personnel providing mental health services in the context of an environment of care. Systems variables that influence the learning, adaptation and development of families, organizations and systems are emphasized. The psychiatric nurse clinician functions as a change agent in direct and indirect care through the role of practitioner, educator, consultant, planner, evaluator and researcher. Prereq: NURS 484 and NURS 485. Coreq: NURS 488.

NURS 494. Global Health Seminar. 3 Units.
The focus of this course is the issues and trends in global health from both a nursing and a trans-disciplinary perspective. The course covers how international social, political, economic, environmental, and cultural issues affect health and health care. Particular emphasis is placed on nursing’s contribution to global health issues and outcomes. Offered as: NURS 394 and NURS 494.

NURS 502. Inquiry III - Evidence-Based 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 Units.
This course focuses on the development of competencies in scientific inquiry. Such competencies are achieved through participation in a research study or evidence-based project related to nursing science with dissemination of the experience. Prereq or Coreq: NURS 502.
NURS 506. Nursing Epistemology. 3 Units.
This course involves the study of knowledge shared among members of the discipline, the patterns of knowing and knowledge development, and criteria for evaluating knowledge claims and philosophy of science. The course is a search and discussion experience aimed at enabling graduate students to become knowledgeable about approaches to the study of disciplines and scientific knowledge development. Forces affecting the development of knowledge, the origins of key terms and concepts, and identification of major themes in nursing will be explored.

NURS 507. Clinical Knowledge. 3 Units.
This course is structured to allow students to develop clinical knowledge about their area of interest and to begin the process of identifying clinical research questions. Supervision for this experience will be twofold. Students will be placed with an expert clinician with a minimum of a master’s degree (in nursing) to identify and arrange relevant clinical experiences. The student and the clinician will work with the course faculty to create opportunities for the student to experience the clinical phenomena of interest, which may include actual “hands-on” experience. Students will also meet regularly with the other students in the course and the course faculty for group supervision that focuses on linking clinical practice issues to research questions. Course requirements would include eight hours of practicum experiences per week.

NURS 508. Context of Care. 3 Units.
This course is designed to allow students to explore the social, political, economic, and health care issues that form the context for their clinical phenomena of interest. The intent of this course is for the student to become knowledgeable about the broader forces that affect their clinical problem. Topics might include current research in their field, as well as health policy related to their phenomena, political entities that affect funding, and the regulation of practice in their area of interest. The student will need a content expert to help them plan and coordinate their practicum experiences, which should be multiple and varied, and include exposure to both local and state level entities. Prereq: NURS 507 or equivalent.

NURS 510. Health Disparities. 3 Units.
This course aims to provide theoretical and application tools for students from many disciplinary backgrounds to conduct research and develop interventions to reduce health disparities. The course will be situated contextually within the historical record of the United States, reviewing social, political, economic, cultural, legal, and ethical theories related to disparities in general, with a central focus on health disparities. Several frameworks regarding health disparities will be used for investigating and discussing the empirical evidence on disparities among other subgroups (e.g., the poor, women, uninsured, disabled, and non-English speaking populations) will also be included and discussed. Students will be expected to develop a research proposal (observational, clinical, and/or intervention) rooted in their disciplinary background that will incorporate materials from the various perspectives presented throughout the course, with the objective of developing and reinforcing a more comprehensive approach to current practices within their fields. Offered as CRSP 510, PQHS 510, MPH 510, NURS 510, and SASS 510.

NURS 511. Strategies for Theory Development. 3 Units.
This course examines the nature of theory and strategies for theory development in nursing. Students will explore a variety of strategies and select an approach for beginning theory development that addresses nursing phenomena in their area of interest. Prereq: Admission to PhD nursing program or requisites not met permission.

NURS 518. Qualitative Nursing Research. 3 Units.
This course examines research approaches directed towards the development of nursing knowledge. This course will include methods and issues in data collection, analysis, and critique of research findings. It will focus on the philosophical and epistemological foundations of qualitative research, present an overview of various methodological approaches, examine the criteria for rigor, and analyze ethical issues in qualitative methodologies. Prereq: Admission to PhD nursing program or requisites not met permission.

NURS 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 Units.
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 Units.
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 530. Advanced Nursing Research Methods I. 3 Units.
This course focuses on conceptualization of a research problem within a nursing perspective, systematic literature review of a substantive area of research, and the design component of a research study to address scientific gaps. Descriptive, quasi-experimental, experimental, and mixed methods designs will be examined. Threats to internal and external validity will be discussed. The emphasis is on the application of design strategies while encouraging flexibility in conceptualizing a study using different research methods. Coreq: NURS 532 or requisites not met permission.

NURS 531. Advanced Nursing Research Methods II. 3 Units.
This course focuses on sampling, measurement, instrumentation, data management, intervention development, and human subjects’ issues. These will be discussed and applied within the context of a scientific study in a substantive area that is consistent with theoretical and empirical knowledge and the nursing perspective. Prereq: NURS 530 and NURS 532 or consent of instructor.

NURS 532. Applied Statistics. 3 Units.
This course provides an advanced overview of the assumptions and applications necessary to analyze and interpret questions and research related to clinical practice. Emphasis will be on statistical interpretation of research. During the course, data management, statistical analysis, and data interpretation, as well as univariate, bivariate, and multivariate statistics such as ANOVA and ANCOVA will be examined. The data analysis process will be examined and deconstructed throughout the course. Prereq: Admission to PhD nursing program or requisites not met permission.
NURS 557. Advanced Midwifery. 6 Units.
In consultation with faculty, students select a nurse-midwifery service where they 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. Primary Care in Women's Health. 4 Units.
In this course, students gain knowledge needed to assess and manage primary care problems commonly encountered by diverse populations of women in ambulatory settings. This course prepares the student to use the problem solving approach to assist individuals with common acute and chronic health problems. Culturally appropriate health promotion and disease prevention are integrated throughout. Students are introduced to the dynamics of the managed care environment. Prereq: NURS 455.

NURS 578. Curriculum and Instruction. 3 Units.
The purpose of this course is to explore the theoretical underpinnings of education and to examine innovative approaches to critical thinking. Students are provided the opportunity to analyze philosophies and principles of education along with teaching and learning styles. The course will focus on curriculum planning and development congruent with the philosophy and objectives of a nursing program. Curriculum development includes determination of program and course objectives, along with selection and organization of appropriate learning experiences to meet these objectives. Techniques for instruction in the classroom, laboratory, and clinical settings are explored.

NURS 601. Special Problems. 1 - 12 Units.
This course is offered, with permission, to Ph.D. students in Nursing undertaking reading in a field of special interest.

NURS 609. Health Care Policy and Planning. 3 Units.
The primary focus of this course is to explore the leadership role of nurses in health policy development and implementation as well as the role of research in health care policy formation and planning. Special emphasis is placed on selected national and international health policy issues that form the socio-political and economic context of nursing care and practice. Ethical dimensions of public policy formulations and implementation are highlighted. Offered as NUND 508 and NURS 609.

NURS 615. Topical Seminar in Health Science Research. 3 Units.
This PhD course is designed to provide an in-depth knowledge of research issues in a given area. Opportunities are provided to apply knowledge for further development of the student's research interests and ideas. An in-depth examination of selected theoretical and methodological approaches to the development of research related to human science will be emphasized. Interrelationships among theory, research, and knowledge from nursing and related disciplines will be explored. Prereq: Admission to PhD nursing program or Requisites Not Met permission.

NURS 619. Theoretical Foundations of Educational Testing and Evaluation. 2 Units.
In this course, an overview of educational measurement and evaluation is provided. Methods of evaluating teaching effectiveness, student learning, and student performance are explored. Prereq: NURS 578.

NURS 621. Teaching Practicum. 1 - 6 Units.
In this preceptored teaching practicum, the student may engage in classroom, laboratory, and clinical teaching assignments in nursing. The student will be expected to use current educational theory and nursing knowledge in completing the practicum experience (minimum 60 hours). Offered as NUND 615 and NURS 621. Prereq: NURS 578, NURS 619, NURS 620. Coreq: NURS 578, NURS 619.

NURS 630. Advanced Statistics: Linear Models. 3 Units.
This course is focused on advanced procedures for data analysis and statistical inference in health research. The course is devoted to discussion and application of linear models, including simple and multiple regression and logistic regression to study design. The role of assumptions and theory in guiding the analysis plan is emphasized through lecture, readings, and critical evaluation of published research in the student's area of interest. Prereq: NURS 532 or Requisites Not Met permission.

NURS 631. Advanced Statistics: Multivariate Analysis. 3 Units.
This course focuses on selected advanced multivariate topics and procedures in health research. Topics will be covered through lecture, readings, computer analysis, and critical analysis of published research in the health sciences fields. Topics to be covered in this course include: survival analysis, factor analysis, path analysis, repeated measures ANOVA and advanced regression techniques (logistic, loglinear, mixed models). Prereq: NURS 630 or Requisites Not Met permission.

NURS 632. Advanced Statistics: Structural Equation Modeling. 3 Units.
This course focuses on advanced data analytic procedures using structural equation modelings (SEM) in health research. Content will be explored through lecture, computer analysis, and critical analysis of relevant research. Topics covered in this course include: SEM with latent variables, path analysis adjusting for measurement error, nested models, and advanced SEM techniques, e.g., exploratory SEM, autoregressive models, latent growth curves, and latent class analysis using mixture modeling. Prereq: NURS 630 or Instructor Consent

NURS 671. Proposal Development. 1 - 6 Units.
Provides an opportunity for guided development of a candidacy proposal through planned contact with a designated committee of faculty members. The aim is to assist the student in the development of a refined proposal with strong scientific merit. The course should be utilized only by those with a candidacy proposal statement. Minimum 3 hours required for progression in program.

NURS 701. Dissertation Ph.D.. 1 - 9 Units.
Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.