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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, (https://en.wikipedia.org/wiki/Frances_P._Bolton) 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 PAHO/World Health Organization Collaborating Centers (https://nursing.case.edu/research/centers/paho-who) for nursing in the country. The Sarah Cole Hirsh Center for Best Nursing Practices Based on Evidence (https://nursing.case.edu/research/centers/hirsh) was established in 1998 was the first national center of its kind.

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

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

Purpose
The purpose of the Frances Payne Bolton School of Nursing is to provide an environment that 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 an alternative course of action.

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

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

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

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

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

FPB Accreditation and Approvals

Accreditation

Case Western Reserve University is accredited at the institutional level by the Higher Learning Commission (http://www.ncahlc.org):

North Central Association of Colleges and Schools
The Higher Learning Commission
30 N. LaSalle Street, Suite 2400
Chicago, IL 60602-2504
800-621-7440
info@ncacche.org
http://www.ncachigherlearningcommission.org/

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

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

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

http://www.aacn.nche.edu/ccne-accreditation

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

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

The nurse anesthesia program (https://nursing.case.edu/msn/anesthesia) is accredited by the Commission 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 (info@aana.com)
http://home.coa.us.com/Pages/default.aspx

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

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

Approved Programs

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

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

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 Case Medical Center is a 1.032-bed tertiary, academic medical center specializing in adult/pediatric medical and surgical specialties and is an aggregate of specialized hospitals that includes Alfred and Norma Lerner Tower, Samuel Mather Pavilion and Lakeside Hospital for adult medical/surgical care; Rainbow Babies and Children’s Hospital; University MacDonald Women’s Hospital; Seidman Cancer Center; University Psychiatric Center-Hanna Pavilion, 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. University Hospitals Case Medical Center is also the primary affiliate of Case Western Reserve University. Together, they form the largest center for bio-medical research in the state of Ohio.

The Cleveland Clinic Health System has 1,400 beds on Cleveland Clinic main campus and 4,450 beds system-wide and is comprised of the Cleveland Clinic main campus, Cleveland Clinic Children’s Hospital located within the main campus, Euclid Hospital, Fairview Hospital, Hillcrest Hospital, Lakewood Hospital, Lutheran Hospital, Marymount Hospital, Medina Hospital, South Pointe Hospital, Cleveland Clinic Florida ( Weston, West Palm Beach), Lou Ruvo Center for Brain Health, Las Vegas, Nevada, and Cleveland Clinic Abu Dhabi, Abu Dhabi, United Arab Emirates. The system also includes Akron General Health System, Visiting Nurse Service and Affiliates, Hospice of VNS, Lodi Community Hospital, Edwin Shaw Rehabilitation Institute, an outpatient clinic in Toronto, Ontario and three health and well centers. It is nationally recognized as one of the top medical centers in the US and the world, particularly in technological and management systems and in the treatment of cardiovascular disease.

MetroHealth Medical Center is a regional referral center with 742-beds for medical/surgical care to adults and children. MetroHealth Medical Center is a Level I Adult Trauma Center and Level II Pediatric Trauma Center certified by The American College of Surgeons. MetroHealth Medical Center is also a verified burn center. The MetroHealth Trauma Center is one of the busiest in the nation, with over 3,000 admissions related to trauma per year. The 27-bed Surgical Intensive Care Unit admits more than 2,000 critically ill surgical patients per year. The Comprehensive Burn Care Center (http://www.metrohealth.org/burn) treats more than 1,700 outpatient and inpatient burn injuries every year. The Elisabeth Severance Prentiss Center at MetroHealth is a long term skilled nursing facility.

The Louis Stokes Cleveland Veterans Administration Medial Center (VAMC) is one of five facilities constituting the VA Healthcare System of Ohio. A full range of primary, secondary and tertiary care services are offered to an eligible Veteran population covering 24 counties in Northeast Ohio. Care is provided to more than 105,000 Veterans each year through an inpatient tertiary care facility (Wade Park), 13 Multi-Specialty Clinics, Vet Centers, and numerous community-based contract nursing.

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

**Libraries**

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

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

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

**FPB School of Nursing Information Technology Services**

The Frances Payne Bolton School of Nursing has its own Information Technology Services department (https://nursing.case.edu/students/student-resources/information-technology). 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
The Learning Resource Center (LRC) (https://nursing.case.edu/students/learning-resource-center) is located on the ground floor and includes:

**Learning Resource Center (LRC)**

The Learning Resource Center (LRC) is located 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.

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

**Physical Assessment Center:** This center is used by pre-licensure students (BSN and MN) learning physical assessment skills and by our advanced practice students when learning advanced physical assessment. The room is fully equipped with six Midmark electronic physical exam tables that have inclining head rests, extending leg supports, storage drawers, and optional stirrups. To ensure privacy, the center has 10 three-paneled privacy screens that have wheels for ease of movement and flexibility for any lab. Our physical assessment center has 20 Welch Allyn Diagnostic kits, 15 of which may be checked out on an overnight basis for practice. We also have 20 various-sized blood pressure kits for student use both in the lab and for overnight practice at home. The Physical Assessment Center houses an academic version of the Pyxis Medication dispensing system, synthetic medications, medical equipment, task trainers, breast and prostate models, and a DVD library to support our undergraduate and graduate lab sessions.

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

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

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

**Communication Center:** This center, with seating for 10, contains a Mondo Board, white board, and has two ceiling mounted cameras which provide video recording capabilities. This center is used with all levels of students to practice patient interview, family counseling sessions with standardized patients, clinical post conferences, seminar discussions, small group presentations, student advising and evaluations, and USNA and GNSA sponsored activities.

**Dorothy Ebersbach Academic Center for Flight Nursing and High Fidelity Helicopter Flight Simulator:** We recently opened a simulator using the fuselage from a Sikorsky helicopter. The helicopter features some of the most advanced medical equipment with authentic aerial views projected within the windows and movement that mimics changing altitudes and weather conditions throughout the flight. Students can then experience the physical space and simulated movement while providing care to mannequins.

**Administration**

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

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

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

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

Susan Frey, MAFIS  
(Cleveland State University)  
*Assistant Dean for Finance and Administrative Services*

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

Mary Quinn Griffin, PhD, MSN, MEd, CNE, ANEF, FAAN  
(Case Western Reserve University)  
*Institutional Researcher*
Bachelor of Science in Nursing (BSN)

The BSN program emphasizes intensive and early clinical experience, a strong foundation in acute care nursing, and a commitment to service to our community. Our students begin their clinical experience in the first term of the freshman year and complete their program with a 280-hour clinical preceptorship in the senior year. Students graduate with over 1500 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 members and to pursue other interests such as theater, dance, photography, music, and painting.
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.

**Student Learning Outcomes**

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

**Degree Requirements**

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

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

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

**Progression in the BSN Program**

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

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 for licensure as a Registered Nurse (RN). A sample study plan (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 125.5 credit hours, with at least 50 credits from upper division courses, are required for award of the BSN degree. Students must meet the University requirements for graduation. The ratio of clinical hours to credit hours is 4 to 1, and for laboratory hours, it is 2 to 1. The program plan for entry-level students to the BSN program is as follows:

<table>
<thead>
<tr>
<th>Units</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td></td>
</tr>
<tr>
<td>Foundations of the Discipline (NURS 110)</td>
<td>1</td>
</tr>
<tr>
<td>Foundations of Practice (NURS 111)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Biology (BIOL 114)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Human Anatomy and Physiology I (BIOL 116)</td>
<td>3</td>
</tr>
<tr>
<td>SAGES University First Seminar</td>
<td>4</td>
</tr>
<tr>
<td>GER General Education Requirement</td>
<td>3</td>
</tr>
<tr>
<td>BCLS and First Aid for Health Care Providers (NURS 277)</td>
<td>0</td>
</tr>
<tr>
<td>Nursing Informatics 1: Introduction (NURS 120)</td>
<td>2</td>
</tr>
<tr>
<td>Foundations of Practice II (NURS 122)</td>
<td>3</td>
</tr>
<tr>
<td>Applied Nutrition in Health and Disease (NURS 201)</td>
<td>2</td>
</tr>
<tr>
<td>Health Care in the Community (NURS 160)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Curriculum 2016-2017 Case Western Reserve University**
### Introduction to Human Anatomy and Physiology II
(BIOL 117) 3

### SAGES University Seminar
3

### Concepts for a Molecular View of Biology I
(CHEM 119) 3

**Year Total:** 17 17

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#### Sophomore

**Units**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Nursing Care of the Adult 1 (NURS 230)</td>
<td>5</td>
</tr>
<tr>
<td>Fall</td>
<td>Introduction to Pharmacology 1 (NURS 211)</td>
<td>1.5</td>
</tr>
<tr>
<td>Fall</td>
<td>Aging in Health and Illness (NURS 250)</td>
<td>2</td>
</tr>
<tr>
<td>Fall</td>
<td>Teaching/Learning in the Community (NURS 210)</td>
<td>1</td>
</tr>
<tr>
<td>Fall</td>
<td>Concepts for a Molecular View of Biology II (CHEM 121)</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>SAGES University Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>Medical Microbiology, Immunity, and Infectious Disease (NURS 342)</td>
<td>4</td>
</tr>
<tr>
<td>Spring</td>
<td>Psychiatric-Mental Health Nursing (NURS 317)</td>
<td>3.75</td>
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<tr>
<td>Spring</td>
<td>Nursing Care of the Adult 2 (NURS 240)</td>
<td>4.75</td>
</tr>
<tr>
<td>Spring</td>
<td>Human Development: Medical and Social (SOGI 203)</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>Teaching/Learning in the Community (NURS 210)</td>
<td>1</td>
</tr>
<tr>
<td>Spring</td>
<td>Introduction to Pharmacology 2 (NURS 212)</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Year Total:</strong></td>
<td></td>
<td>15.5 18</td>
</tr>
</tbody>
</table>

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#### Junior

**Units**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Parents and Neonates in Health and Illness (NURS 315) &amp; Infants, Children, and Adolescents in Health and Illness (NURS 316) or NURS 338 and NURS 339</td>
<td>8-9</td>
</tr>
<tr>
<td>Fall</td>
<td>Basic Statistics for Social and Life Sciences (STAT 201)</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>Leadership in the Community (NURS 310) (OR NURS 360 Process Change in the Community)</td>
<td>1</td>
</tr>
<tr>
<td>Fall</td>
<td>GER General Education Requirement</td>
<td>3</td>
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<tr>
<td>Fall</td>
<td>BCLS and First Aid for Health Care Providers (NURS 277)</td>
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<tr>
<td>Fall</td>
<td>Theoretical and Evidence Bases for Best Practice in Nursing (NURS 320)</td>
<td>3</td>
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<tr>
<td>Fall</td>
<td>Care of the Adult and Older Adult with Complex Health Alterations (NURS 338) &amp; Care of the Perioperative Patient (NURS 339) or NURS 315 and NURS 316</td>
<td>8-9</td>
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<tr>
<td>Fall</td>
<td>Nursing Informatics 2 (NURS 345)</td>
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<tr>
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<tr>
<td>Spring</td>
<td>Process Change in the Community (NURS 360) (OR NURS 310 Leadership in the Community)</td>
<td>1</td>
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<td>15-16 17-18</td>
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### Senior

**Units**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>Fall</td>
<td>Information Technologies in Health (NURS 370)</td>
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<tr>
<td>Fall</td>
<td>Public Health Nursing (NURS 371)</td>
<td>3</td>
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<tr>
<td>Fall</td>
<td>Health in the Global Community (NURS 372)</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>Global Health Practicum (NURS 373)</td>
<td>5</td>
</tr>
<tr>
<td>Fall</td>
<td>Issues and Ethics in Health Care (NURS 343)</td>
<td>2</td>
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<tr>
<td>Fall</td>
<td>Concepts of Management and Leadership (NURS 341)</td>
<td>3</td>
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<tr>
<td>Fall</td>
<td>Senior Preceptorship: NURS 350, NURS 352, NURS 354, NURS 356</td>
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<td><strong>Year Total:</strong></td>
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<td>12 13</td>
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</table>

**Total Units in Sequence:** 124.5-126.5

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### 40 General Education Requirements

### 86 Nursing Requirements

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### 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 level. All applicants are admitted to two components of the program: (https://nursing.case.edu/programs): (https://nursing.case.edu/mn) pre-licensure (leading to the Master of Nursing, or MN) and, advanced nursing practice (leading to the Master of Science in Nursing, or MSN).

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

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

---

### MN Program Student Learning Outcomes

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

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

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

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

**Leadership**: Promotes implementation of the full scope of nursing practice and assumes leadership positions in employer, professional, or community organizations at the local/state/national level.
**Ethics:** Integrates ethical principles in complex situations of advanced nursing practice and clinical inquiry.

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

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

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

### Degree Requirements

#### Time Frame for Completion of Degree

- Completion of MN degree. MN students must complete the program within 4 years of initial enrollment. Students who do not complete the MN curriculum within 4 years are required to reapply for the program.
- Records of students who do not complete their program within the specified time frame will be re-evaluated in terms of the curriculum in effect at the time of review. The student may be required to take additional course work to graduate.
- Completion of the MSN, DNP, or PhD; refer to policies for those programs.
- Students follow the curriculum of their MSN major in effect at the time they begin the MSN program.

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

### Progression in the MN Program

#### Satisfactory Academic Standing

Progression in the MN phase of the Graduate Entry Nursing Program is contingent upon satisfactory achievement in all required courses. To maintain satisfactory academic standing, students enrolled for the pre-licensure (Master of Nursing-MN) component of the Graduate Entry Nursing Program must attain and maintain a GPA of 3.0 or above. 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 (https://nursing.case.edu/students) for more information on repeating a 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 MN 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 enrolls 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 pursuing a post-licensure degree must meet all progression requirements of the degree program in which they are enrolled (MSN (p. 10), DNP (p. 18), or PhD (p. 19)). Refer to those sections of the Bulletin for further information.

### Curriculum

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

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>
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<tbody>
<tr>
<td>Introduction to the Discipline and Practice of Nursing (NUMN 401)</td>
<td>6.5</td>
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<tr>
<td>Pharmacology for the Advanced Generalist Nurse (NUMN 402)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Nursing Informatics (NUMN 403)</td>
<td>1</td>
</tr>
<tr>
<td>Health Assessment for the Advanced Generalist Nurse (NUMN 410)</td>
<td>2.5</td>
</tr>
<tr>
<td>Introduction to Public Health Nursing (NUMN 411)</td>
<td>3</td>
</tr>
<tr>
<td>Issues and Ethics in Health Care (NUMN 413)</td>
<td>2</td>
</tr>
<tr>
<td>Pathophysiology for the Advanced Generalist Nurse (NUMN 405)</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Care of Older Adults in Health and Illness (NUMN 406)</td>
<td>2.5</td>
</tr>
<tr>
<td>Acute Care Nursing of the Adult (NUMN 407)</td>
<td>8.5</td>
</tr>
<tr>
<td>Health Promotion Across the Life Span (NUMNP 410)</td>
<td>2</td>
</tr>
<tr>
<td>Inquiry I - Theoretical Foundations (NURS 405)</td>
<td>2</td>
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<tr>
<td>Year Total:</td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Concepts in Nursing Management (NUMN 414)</td>
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**Concepts in Nursing Management (NUMN 414)**

- **Fall**
- **Spring**
<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>Parents and Neonates in Health and Illness (NUMN 415)</td>
<td>4.25</td>
</tr>
<tr>
<td>Children and Families in Health and Illness (NUMN 416)</td>
<td>4.25</td>
</tr>
<tr>
<td>Psychiatric Mental Health Nursing (NUMN 417)</td>
<td>4</td>
</tr>
<tr>
<td>Inquiry II - Research Process (NURS 425)</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Generalist: Health Policy, Advocacy, and Economics (NUMN 409)</td>
<td>1.5</td>
</tr>
<tr>
<td>Intro to Critical Care Nursing (NUMN 418)</td>
<td>7.5</td>
</tr>
<tr>
<td>Advanced Generalist Leadership Practicum (NUMN 419)</td>
<td>2</td>
</tr>
<tr>
<td>Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)</td>
<td>2</td>
</tr>
<tr>
<td>Leadership for Quality Healthcare within Organizations and Systems (NURS 451)</td>
<td>3</td>
</tr>
<tr>
<td>Inquiry III - Evidence-Based Nursing Practice (NURS 502)</td>
<td>2</td>
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<tr>
<td>Year Total:</td>
<td>18</td>
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Total Units in Sequence: 72

Credits Toward the MSN Earned in the Master of Nursing Curriculum (2015-2018)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>NURS 405 Inquiry I - Theoretical Foundations</td>
<td>2</td>
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<tr>
<td>NURS 425 Inquiry II - Research Process</td>
<td>3</td>
</tr>
<tr>
<td>NURS 502 Inquiry III - Evidence-Based Nursing Practice</td>
<td>2</td>
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<tr>
<td>NUNP 410 Health Promotion Across the Life Span</td>
<td>2</td>
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<tr>
<td>NURS 444A Ethical and End of Life Issues in Advanced Nursing Practice</td>
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</tr>
<tr>
<td>NURS 431 Psychosocial and Spiritual Dimensions of Advanced Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 451 Leadership for Quality Healthcare within Organizations and Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Approval of RN Licensure Applications

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

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

1. Have been awarded the Master of Nursing (MN) degree.

2. Demonstrate readiness to take the NCLEX-RN examination by achieving at least a minimum score on a faculty-selected, standardized NCLEX-RN predictor exam.

Master of Science in Nursing (MSN)

The Master of Science in Nursing program prepares registered nurses for advanced practice 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.

Student Learning Outcomes

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

Research and Scholarship

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

Nature of Practice

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

Leadership

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

Ethics

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

Collaboration

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

Communication

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

Advocacy and Policy Development

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

Degree Requirements

The MSN program itself requires a minimum of 36 credit hours to graduate, but most majors require an average of 40 credit hours of graduate credit for the student who enters with a BSN degree. Other degree requirements must be fulfilled for those entering with the portfolio option. A maximum of nine (9) semester hours of credit in approved graduate courses, where the student obtained a grade of B or above, may be transferred to meet program requirements, and three (3) credits may be waived for a total of 12 credits. To be awarded an MSN degree, the student must have a cumulative GPA of 3.0 and received satisfactory grades in all nursing courses taken for credit as a MSN student. Degree requirements must be completed within 5 years of initial enrollment.

Path to the MSN

Students in the MSN program choose from several different majors, but virtually all students must take at least ten core courses (http://fpb.case.edu/MSN/program.shtml). Students 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 36 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 Adult Gero Nurse Practitioner (https://nursing.case.edu/msn/adult-gerontology-acnp) (AGACNP)

- Specialty:Flight Nursing (https://nursing.case.edu/msn/acnp%c2%ad-flight)

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

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

First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Inquiry I - Theoretical Foundations (NURS 405)</td>
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<tr>
<td>Foundations for Adult-Gerontology Acute Care Nursing (NUNP 438)</td>
<td>4</td>
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<tr>
<td>Advanced Pathophysiology (NURS 453)</td>
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<tr>
<td>Advanced Health Assessment (NURS 459)</td>
<td>3</td>
<td></td>
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<tr>
<td>Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)</td>
<td>2</td>
<td></td>
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<tr>
<td>Pharmacology and Therapeutics (NURS 430)</td>
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<tr>
<td>Acute Health Problems of Adults and Older Adults (NUNP 443)</td>
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Second Year

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<th>Spring</th>
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</thead>
<tbody>
<tr>
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<td>Advanced Management of Acutely Ill Adults and Older Adults (NUNP 444)</td>
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<tr>
<td>Ethical and End of Life Issues in Advanced Nursing Practice (NURS 444A)</td>
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<tr>
<td>Health Care Delivery and Finance in Advanced Practice (NURS 444B)</td>
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</tr>
<tr>
<td>Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)</td>
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<tr>
<td>Leadership for Quality Healthcare within Organizations and Systems (NURS 451)</td>
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<td>Year Total:</td>
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</table>

Total Units in Sequence: 39

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

- Specialty: Gerontology (https://nursing.case.edu/msn/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.

First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry I - Theoretical Foundations (NURS 405)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Advanced Pathophysiology (NURS 453)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Advanced Health Assessment (NURS 459)</td>
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<td></td>
</tr>
<tr>
<td>Health Promotion Across the Life Span (NUNP 410)</td>
<td>2</td>
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<tr>
<td>Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)</td>
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<tr>
<td>Inquiry II - Research Process (NURS 425)</td>
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<td></td>
</tr>
<tr>
<td>Pharmacology and Therapeutics (NURS 430)</td>
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<tr>
<td>Common &amp; Acute Health Problems of the Adult and Older Adult (NUNP 432)</td>
<td>5</td>
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<tr>
<td>Health Care Delivery and Finance in Advanced Practice (NURS 444B)</td>
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<tr>
<td>Primary Care of the Older Adult (NUNP 449)</td>
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<tr>
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Second Year

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<th>Units</th>
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<tbody>
<tr>
<td>Advanced Management in Adult and Older Adult Primary Care (NUNP 434)</td>
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<td>Ethical and End of Life Issues in Advanced Nursing Practice (NURS 444A)</td>
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<tr>
<td>Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)</td>
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<tr>
<td>Year Total:</td>
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</table>

Total Units in Sequence: 41

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

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

As part of FPB’s MSN program, the PNP major requires 40 credit hours of coursework, plus 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.

### First Year

<table>
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<tr>
<th>Units</th>
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<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Inquiry I - Theoretical Foundations (NURS 405)</td>
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<tr>
<td>Advanced Pathophysiology (NURS 453)</td>
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<td></td>
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<tr>
<td>Advanced Health Assessment (NURS 459)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Promotion Across the Life Span (NUNP 410)</td>
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<td></td>
<td></td>
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<tr>
<td>Development and Health Promotion in Children and Adolescents (NUNP 401)</td>
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<td></td>
</tr>
<tr>
<td>Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)</td>
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<td></td>
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Total Units in Sequence: 41

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**Pediatric Nurse Practitioner in Acute Care**

(https://nursing.case.edu/msn/pediatric-panic2%adicute)

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

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

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

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**Pediatric Nurse Practitioner in Acute Care**

(https://nursing.case.edu/msn/pediatric-panic2%adicute)

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- A dual major in Pediatric Nurse Practitioner-Primary Care and Acute Care Pediatric Nurse Practitioner is available by taking only one additional course and 200 additional clinical hours.
- Post-master’s certificates can be obtained, crafted according to individual needs and background education.
- One year of recent acute care pediatric nurse experience required for admission.
Neonatal Nurse Practitioner (https://nursing.case.edu/msn/neonatal) (NNP)

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

Two years of NICU nursing are needed prior to beginning the NNP major. As part of FPB's MSN program, the major requires 40 credit hours of coursework, plus about 600 hours of clinicals in NICUs. Full-time coursework is completed within 18 months (4 semesters).

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Total Units in Sequence: 50

Family Nurse Practitioner (https://nursing.case.edu/msn/family%20%ad-np) (FNP)

• Specialty: Gerontology (https://nursing.case.edu/msn/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.

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Total Units in Sequence: 40
**Ethical and End of Life Issues in Advanced Nursing Practice (NURS 444A)**

**Leadership for Quality Healthcare within Organizations and Systems (NURS 451)**

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

**Year Total:** 9

**Total Units in Sequence:** 40

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**Women's Health Nurse Practitioner ([https://nursing.case.edu/msn/womens-health](https://nursing.case.edu/msn/womens-health)) (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 600 hours of clinicals. With full-time enrollment, coursework is usually completed within 12 months (four semesters). Core MSN courses are offered in an intensive format ([http://fpb.case.edu/MSN/WHNP.shtm](http://fpb.case.edu/MSN/WHNP.shtm)) that requires limited trips to Cleveland.

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**Total Units in Sequence:** 38

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**Family Systems Psychiatric Mental Health Nursing ([https://nursing.case.edu/msn/familysystems-psych](https://nursing.case.edu/msn/familysystems-psych))**

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

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

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

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Leadership for Quality Healthcare within Organizations and Systems (NURS 451) 3
Advanced Health Assessment (NURS 459) 3
Pharmacology and Therapeutics (NURS 430) 3
Psychopharmacology (NURS 465) 2
Advanced Psychopathology Across the Lifespan Part II (Adult and Older Adult) (NURS 474) 2
Family Systems Theoretical Foundations (NURS 481) 2
Family Systems Integration and Application (NURS 482) 1
Inquiry II - Research Process (NURS 425) 3
Individual and Group Modalities for Family Systems Practice Across the Lifespan (NURS 484) 3
Practicum and Supervision: Family Systems Practice Across the Lifespan (NURS 485) 2
Year Total: 14

Second Year

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

Total Units in Sequence: 48-49

Other Majors

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

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

Clinical courses for MSN nurse anesthesia students at FPB provide them with the opportunity to give direct patient care, participate in staff education programs, and identify clinical topics for research.

Students work one-on-one with a clinical preceptor with expertise in nurse anesthesia. They will also take part in administering general and regional anesthesia in persons of all ages. The management of emergency operations, obstetrics, pediatrics, and neurosurgery are an integral part of the clinical experience. Graduates will be eligible to take the certification examination administered by the Council on Certification of Nurse Anesthetists.

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

Year Total: 6 6 5

Third Year

Nurse Anesthesia: Advanced Practice II (NUAN 552) 2
Leadership for Quality Healthcare within Organizations and Systems (NURS 451) 3

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).
### Nurse Midwifery ([https://nursing.case.edu/msn/midwifery](https://nursing.case.edu/msn/midwifery))

Certified nurse-midwives (CNMs) are educated in the two disciplines of nursing and midwifery and are certified according to the requirements of the American Midwifery Certification Board. CNMs manage women's health care, focusing on common primary care issues, family planning and gynecologic needs including menopause related issues, pregnancy, childbirth, the postpartum period, and care of the newborn. They practice within a healthcare system that provides for consultation, collaboration, or referral as indicated by the health status of the client, in accordance with the Standards for the Practice of Midwifery, as defined by the American College of Nurse-Midwives (ACNM).

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

Certification Board. With the addition of the 4 credit NURS 559 Primary Care in Women's Health, students are eligible for dual certification in Women's Health.

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<th>Units</th>
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<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor and Birth &lt;br&gt; (NURS 457)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Assessment of the Neonate for Midwives &lt;br&gt; (NURS 416)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Promotion Across the Life Span &lt;br&gt; (NUNP 410)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquiry III - Evidence-Based Nursing Practice &lt;br&gt; (NURS 502)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical and End of Life Issues in Advanced Nursing Practice &lt;br&gt; (NURS 444A)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Midwifery &lt;br&gt; (NURS 557)</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>11</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units in Sequence:** 48

### Joint Degrees

**MSN/PhD Dual Degree Program ([https://nursing.case.edu/phd/entry-options](https://nursing.case.edu/phd/entry-options))**

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

**Master of Science in Nursing/Master of Arts in Anthropology (MSN/MA Anthropology) ([http://anthropology.case.edu/graduate-programs/joint-programs/msn-ma](http://anthropology.case.edu/graduate-programs/joint-programs/msn-ma))**

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

**Master of Science in Nursing/Master of Arts in Bioethics (MSN/MA Bioethics) ([https://nursing.case.edu/msn/msnmabio](https://nursing.case.edu/msn/msnmabio))**

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

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

• Post-Licensure (Advanced Nursing Practice stage: MSN degree awarded). This entry point into the DNP program is designed for registered nurses entering the MSN program. Students who apply to the MSN and DNP programs at the same time follow a blended curriculum in which students begin taking DNP courses while in the masters program. Students are awarded an MSN degree when they complete MSN requirements and continue with DNP coursework. They are allowed to apply to a professional organization for certification in the advanced practice specialty and to a Board of Nursing for credentials to practice. Students in the MSN program may also apply to the DNP program during the MSN program but are required to complete courses from both programs.

• Post-Master’s DNP (Practice Doctorate stage; DNP degree awarded): This stage of the DNP program prepares nurses with MSN degrees to be clinical leaders at the absolute pinnacle of their field. Students acquire in-depth knowledge in nursing theory, research, policy, and education or management. Most DNP students at the post-master’s level are already practicing in roles as advanced practice nurses, administrators, or educators. Once they are admitted to this phase of the program, they choose one of two elective sequences: education leadership or practice leadership.

Student Learning Outcomes

Scientific Underpinnings for Practice

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

Organizational and Systems Leadership for Quality Improvement and Systems Thinking

• Demonstrate leadership in the development and evaluation of care delivery approaches that meet current and future needs of patient populations from findings of nursing and other clinical sciences, as well as organizational, political and economic sciences.

• Develop and evaluate effective strategies and ensure accountability for leading organizations, addressing quality improvement and patient safety initiatives, and managing ethical dilemmas inherent in patient care and research.

Clinical Scholarship and Analytical Methods for Evidence-Based Practice

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

• Apply relevant findings and use quality improvement methods to develop recommendations to improve practice and the practice environment.

• Disseminate findings from evidence-based practice and research to improve health care outcomes.

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

• Evaluate programs that monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.

• Provide leadership in the evaluation and resolution of ethical and legal issues within health care systems relating to the use of information, information technology, communication networks and patient care technology.

Health Care Policy and Advocacy in Health Care

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

Inter-professional Collaboration for Improving Patient and Population Health Outcomes

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

Clinical Prevention and Population Health for Improving the Nation’s Health

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

Degree Requirements

• Post-master’s entry students must complete the DNP program within five years. Students who do not complete the DNP program within the above time frame should send a letter to the Director of the Doctor of Nursing Practice Program with a request for an extension and a proposed plan for completing of remaining requirements.

• Records of students who do not complete the program within the specified time frame will be re-evaluated in terms of the curriculum in effect at the time of review. The student may be required to take additional course work to graduate.

Academic Performance

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

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

The grade of incomplete (I) will be given at the discretion of the instructor for work not completed in the semester. A grade of I must be removed by the end of the semester following the one in which the course was taken or before the student enrolls in a course for which the initial course is a prerequisite. No credit is given for an I grade. The I will remain a permanent part of the transcript if the student fails to complete course
requirements within the next year and the student will be required to retake the course.

**Scholarly Project**

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

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

**Post-Master's DNP Curriculum**

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

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</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>3</td>
</tr>
<tr>
<td>NUND 508</td>
<td>Health Care Policy and Planning</td>
<td>3</td>
</tr>
<tr>
<td>NUND 510</td>
<td>Application of Health Information Technology and Systems</td>
<td>1</td>
</tr>
<tr>
<td>NUND 540</td>
<td>Practice Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>NUND 541</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>1 - 2</td>
</tr>
<tr>
<td>NUND 619</td>
<td>Proposal Development</td>
<td>1 - 2</td>
</tr>
<tr>
<td>NUND 620</td>
<td>Scholarly Project</td>
<td>1 - 3</td>
</tr>
</tbody>
</table>

**Educational Leadership Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</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>
</tr>
</tbody>
</table>

**Practice Leadership Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

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

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Themes/Roles</th>
<th>Characteristics/Expected outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research/Knowledge Development</td>
<td>• Conduct original research&lt;br&gt;• Critique and integrate different scientific perspectives in the conduct of original research&lt;br&gt;• Lead interdisciplinary research teams and participate in team science</td>
</tr>
<tr>
<td>Leadership</td>
<td>• Understand the evolving roles and responsibilities of a nurse scholar&lt;br&gt;• Assume leadership in the conduct of culturally and linguistically appropriate scholarship&lt;br&gt;• Lead in advancing the discipline through scholarly contributions and science in the global community&lt;br&gt;• Provide career and research mentorship to others</td>
</tr>
<tr>
<td>Dissemination</td>
<td>• Communicate research through publications and presentations for professional, interdisciplinary, and lay audiences</td>
</tr>
<tr>
<td>Policy</td>
<td>• Generate and disseminate knowledge relevant to health care policy&lt;br&gt;• Understand the influence of politics and policy on knowledge generation</td>
</tr>
</tbody>
</table>
Values

• Appreciate the history and philosophy of science
• Understand the evolving nature of the nursing discipline
• Utilize professional and research ethics and judgment in the conduct of research

Substantive Area of Specialization

• Demonstrate mastery of in-depth knowledge in a substantive area

Degree Requirements

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

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

General program requirements are listed below. Additional coursework may be required or recommended, as determined by the faculty advisor, and area of research.

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>
</tr>
</tbody>
</table>

Research Methods Core (9 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<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 Methods II</td>
<td>3</td>
</tr>
</tbody>
</table>

Statistics Core (9 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</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>
</tr>
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</table>

Support Courses (minimum 12 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<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>
<td>3</td>
</tr>
</tbody>
</table>

Electives 3-6

Preparation for Research (minimum 3 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 671</td>
<td>Proposal Development (minimum of 3 credits required)</td>
<td>3</td>
</tr>
</tbody>
</table>

Candidacy Exam 0
Proposal Defense 0

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>1-9</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

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

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

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

Sample Curriculum Plans

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

Traditional Format Sample Plan

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

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

• Concurrent enrollment in proposal development credits and dissertation credits is not permitted.

• Full time status is defined as 9 credits per semester ONLY while students are enrolled in their coursework and prior to proposal development. However, enrollment in even a single credit of proposal development or dissertation constitutes full time study.

• Total required credit hours for the nursing PhD (post MSN) = 57 credits
**Fast-Track Sample Plan**

Students with a BSN or equivalent can pursue the PhD degree without earning an MSN. 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 and prior to proposal development. However, enrollment in even a single credit of proposal development or dissertation constitutes full time study.
- Total required credit hours for the nursing PhD (post BSN or equivalent) = 63 credits

**Advanced Standing for DNP Graduates**

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

**Dual Degree Programs**

**MSN/PhD Dual Degree Program**

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

**DNP/PhD Dual Degree Program**

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

**Other Student Categories**

**Non-Degree Students**

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

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

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

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

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

**Special Students**

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

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

**International Students**

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

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

Test information can be obtained at: www.toefl.org (http://www.toefl.org) 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
- http://admission.case.edu/apply/international.aspx

Additional requirements for international students:

- International students must present evidence of adequate financial resources to meet the expenses of full-time study as well as travel to and from Cleveland. Financial assistance from FPB is limited. Each student will need a sponsor who will provide full financial support. Each sponsor is required to document their ability to support the student, including costs of tuition and fees, room and meals, books, incidentals, and travel expenses. http://www.case.edu/gradstudies/new-students/important-first-steps
- For the MSN and post-graduate certificate programs, excluding the Nurse Educator option, prospective students must be eligible for licensure as a registered nurse (RN) before enrollment. To obtain RN licensure, the student can either 1) obtain licensure in a state other than Ohio and apply for reciprocity in Ohio, or 2) sit for the
licensure examination (NCLEX-RN) in Ohio. For information on how to become licensed in any state, you must obtain information from the specific state where you wish to become licensed. For the individual addresses of each State Board of Nursing, go to the National Council of State Boards of Nursing website (http://www.ncsbn.org) and then go to “Boards of Nursing.”

- For additional information about obtaining a US visa visit the following site: http://www.case.edu/gradstudies/new-students/important-first-steps

Students may also write to:

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

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

Nursing Centers of Excellence

Unparalleled Opportunities

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

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

The PAHO/WHOCC is affiliated with the Pan American Health Organization and World Health Organization, which was established in 1948 by the United Nations as its specialized agency for health. The PAHO/WHO’s objective, as set out in its Constitution, is the attainment by all peoples of the highest possible level of health. PAHO/WHO Collaborating Centers are national institutions around the world designated by the PAHO/WHO to collect and disseminate information on world health issues, provide education and training, and participate in collaborative research. The PAHO/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.

Sarah Cole Hirsh Institute for Best Nursing Practices Based on Evidence (https://nursing.case.edu/research/centers/hirsh)

The Sarah Cole Hirsh Institute for Evidence Based Practice is an endowed research and training institute to promote implementation of evidence into clinical practice. Established in 1998 with the generous endowment by Sarah Cole Hirsh (https://nursing.case.edu/research/centers/hirsh/about), the center focuses on annual training and research in EBP for graduate students, leaders, and current clinicians. In close collaboration with the Quality Safety Education for Nurses Institute, the center’s key objective is to increase implementation of EBP guidelines and promote quality, safety and reduce cost in care.

The University Center on Aging and Health (UCAH) (https://nursing.case.edu/ucah)

By the year 2040, a staggering number (approximately 21.7%) of the US population will be persons 65 years of age and older. Elder care is projected to be the fastest growing employment sector within the health care industry. UCAH at Case Western Reserve University serves international, national, and local communities by providing an interdisciplinary platform for gerontological education, research, and services. A key objective of UCAH is to increase the number of students studying gerontology; and utilize its partnerships to promote interdisciplinary collaboration in research and education.

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

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

Full Inclusion of Persons with Disabilities in Self-Management Research (FIND) Lab (https://nursing.case.edu/research/centers/find)

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.

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

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

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

The QSEN Institute is a comprehensive, competency based resource to empower nurses with knowledge, skills, & attitudes to improve
quality & safety across healthcare system. QSEN addresses the challenge of educating nurses with the knowledge, skills, and attitudes (KSA) necessary to continuously improve the quality and safety of the healthcare systems in which they work.

The QSEN Institute hosts a National Forum each year which is designed to attract innovators and nurture faculty and nursing leaders for the improvement of quality and safety education. The conferences use innovations in curricular design and teaching strategies that accomplish QSEN competency development. Research related to quality and safety education in pre-licensure, advanced practice programs and clinical practice is also shared. Learn all that QSEN has to offer here. (http://www.qsen.org)

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Ashley Austin, MSN, CRNA  
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Cleveland Clinic/Frances Payne Bolton School of Nursing Anesthesia  
Instructor
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<tr>
<th>Name</th>
<th>University</th>
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<tr>
<td>Theresa A. Backman, DNP, RN, LCDCIII, PMHNP-BC, CHTS, CP</td>
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<td>Instructor of Nursing</td>
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<tr>
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<td>Mark A. Caldwell, MSN, CRNA</td>
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<td>Molly J. Jackson, MSN, RN, CNP</td>
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<td>Sonya D. Moore, MSN, CRNA</td>
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<td>Rebecca M. Patton, MSN, RN, CNOR, FAAN</td>
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(Case Western Reserve University)  
*Instructor of Nursing*

**School of Nursing Courses**

**NUAN Courses**

**NUAN 449. Chemical and Physical Properties of Anesthesia. 1 Unit.**  
Introduction and elaboration of basic chemical and physical principles as they relate to clinical nurse anesthesia practice. An in-depth study of organic and biochemical principles, structure/activity, relationships and their significance in pharmacology. Emphasis will be on the integration and practical application of these principles to clinical nurse anesthesia practice.  
Coreq: NUAN 449.

**NUAN 450. Pharmacological Strategies in Anesthesia Practice. 1 Unit.**  
Application of pharmaco-kinetic and pharmaco-dynamic principles as they relate to specific anesthetic and adjunct drugs used in anesthesia practice. Integration of this information into clinical area regarding anesthetic uses, dosages, and side effects of these classes of drugs is emphasized. Coreq: NUAN 449.

**NUAN 451. Physiological Variables and Responses I: Respiratory System. 1 Unit.**  
A detailed study of the anatomic structures and related physiochemical mechanisms governing respiratory function in health and disease. Assess the functional integrity of this system utilizing all pertinent objective and subjective data. Consider the impact of anesthetic agents and techniques on this system and how one can plan an anesthetic to facilitate health-seeking behaviors as a patient attempts to attain, maintain or regain optimal health. The effects of anesthesia, implications and for all types of surgery, and the impact on the respiratory system will be discussed. Prereq: NUAN 459 and NURS 453.

**NUAN 452. Physiological Variables and Responses: The Cardiovascular System. 1 Unit.**  
A detailed study of the anatomic structures and related physiochemical mechanisms governing cardiovascular function in health and disease. Assess the functional integrity of this system utilizing all pertinent objective and subjective data. Consider the impact of anesthetic agents and techniques on this system and how one can plan an anesthetic to facilitate health-seeking behaviors as patients attempt to attain, maintain, or regain optimal health. Implications for all types of surgery in view of effect of anesthesia on cardiovascular system, however, special attention on surgery involving this specific system. Coreq: NUAN 459 and NURS 453.

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

**NUAN 455. Anesthesia Nursing I. 1 Unit.**  
An introduction to the art and science of nurse anesthesia including basic anesthetic principles and beginning clinical practicum to introduce the student to anesthetic equipment and operating room environment. This course is designed to give the student practical information regarding administration of safe anesthesia.

**NUAN 456. Anesthesia Nursing I. 1 Unit.**  
Progressive, guided instruction on the clinical and ethical management of clients undergoing all forms of anesthesia. This course is designed to prepare the nurse in the administration of a safe, routine anesthetic with a moderate amount of instructor intervention. Prereq: NUAN 458 and NUAN 459.

**NUAN 457. Anesthesia Nursing III. 1 Unit.**  
Graduated, guided instruction in clinical management of clients receiving various types of anesthesia. Focus is on the preparation and planning for anesthesia utilizing Schlotfeldt paradigm. Includes actual administration of anesthesia for clients exhibiting more complicated pathophysiology. More advanced technical instruction and experience. Correlation of didactic and clinical materials, as well as continuous evaluation of student progress are integral to this course. Prereq: NUAN 456.
NUAN 458. Principles of Anesthesia I. 2 Units.
An introduction to the art and science of nurse anesthesia, including basic anesthetic principles, chemical and physical properties of anesthesia, and basic anesthetic pharmacology. This course is designed to introduce students to basic anesthesia safety, Anesthesia practice, and the operating room environment. Coreq: NURS 459.

NUAN 459. Principles of Anesthesia II. 2 Units.
In-depth study of principles of regional anesthesia and pain management. Emphasis is placed on relevant anatomy and physiology, preoperative assessment and appropriate patient selection, appropriate use of equipment, pharmacology of commonly used medications, techniques for administration, and physiologic alterations/complications. Prereq: NUAN 458.

NUAN 460. Advanced Principles of Anesthesia 1. 3 Units.
An in-depth exploration of the anatomy, physiology, and pathophysiology of the cardiovascular, respiratory, and hematologic systems in the context of anesthesia care. Implications of cardiovascular, respiratory, and hemotologic disease for all types of surgery are explored, with emphasis on anesthetic management of surgical procedures related to these systems. Prereq: NUAN 459.

NUAN 461. Advanced Principles of Anesthesia 2. 2 Units.
An in-depth exploration of the anatomy, physiology, and pathophysiology of the renal, endocrine, and neurologic systems in the context of anesthesia care. Implications of renal, endocrine, and neurologic disease for all types of surgery are explored, with emphasis on anesthetic management of surgical procedures related to these systems. Prereq: NUAN 460.

NUAN 462. Advanced Principles of Anesthesia 3. 3 Units.
An in-depth exploration of the anatomy, physiology, and pathophysiology of pediatric, obstetric, and geriatric patients within the context of anesthesia care. Implications of physiologic changes across the lifespan are explored, with emphasis on the anesthetic management of anesthetic and surgical procedures related to these patient populations. Prereq: NUAN 461.

NUAN 551A. Nurse Anesthesia: Advanced Practice IA. 2 Units.
Individual, in-depth study of advanced clinical nurse anesthesia in such specialty areas as neurosurgical, cardiovascular, obstetric and pediatric anesthesia. The nurse learns to handle more difficult, specialized patients who are at a higher risk. Emphasis is on more complex management with advanced monitoring techniques, use of pharmacological agents and handling higher stress situations. Students develop and utilize practical clinical applications of nurse anesthesia theory. Students are individually assigned to specialty areas and are formally evaluated at the end of each rotation. Prereq: NUAN 462.

NUAN 551B. Nurse Anesthesia: Advanced Practice IB. 1 Unit.
Individual, in-depth study of advanced clinical nurse anesthesia in such specialty areas as neurosurgical, cardiovascular, obstetric and pediatric anesthesia. The nurse learns to handle more difficult, specialized patients who are at a higher risk. Emphasis is on more complex management with advanced monitoring techniques, use of pharmacological agents and handling higher stress situations. Students develop and utilize practical clinical applications of nurse anesthesia theory. Students are individually assigned to specialty areas and are formally evaluated at the end of each rotation. Case presentations and group discussion designed to assist the student in conceptualizing, analyzing and evaluating various nurse anesthesia strategies as they relate to the client’s health seeking behaviors and goals are also emphasized. Prereq: NUAN 551A.

NUAN 551C. Nurse Anesthesia: Advanced Practice I. 1 - 5 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 401. Introduction to the Discipline and Practice of Nursing. 7.5 Units.
This course is an introduction to the discipline and practice of nursing. Factors influencing health and illness will be explored. Selected nursing strategies and interventions designed to support the maximum health potential of the adult client will be incorporated into lab sessions and practiced in a variety of settings. Small group seminars will be used to examine historical, societal, and legal influences on nursing and the role of functions of the professional nurse. Coreq: NUND 402 and NUND 410.

NUND 402. Introduction to Pharmacology. 3 Units.
This course introduces basic principles of pharmacology and pharmacotherapeutics. A survey of characteristics and uses of major drug groups with an emphasis on nursing implications is presented. Coreq: NUND 401 and NUND 410.

NUND 403A. Introduction to Nursing Informatics. 1 Unit.
This course will introduce students to the concept of health informatics and the role nurses play in the management of information in supporting all areas of nursing including clinical practice, education, research, and administration. Using case studies, lecture and class discussion. Students will develop an awareness of the importance of nursing involvement in the design, implementation, and use of information systems and other technologies. Coreq: NUND 401.

NUND 403B. Nursing and Health Informatics. 1 Unit.
This is the second of a two part course sequence in Nursing Informatics. The focus of this course is the transdisciplinary nature of informatics in health care and the use of advanced information technologies(IT) to support decision-making, promote safety, and ensure quality in patient care. Current issues in health care policy and legislation relating to health information technology will be discussed. Prereq: NUND 403A.

NUND 404A. Inquiry A for the Graduate Entry DNP. 2 Units.
This course provides an introduction to conceptual and theoretical thinking. Students will examine knowledge development in nursing, conceptual structures, and the use of theory in nursing practice and research. Coreq: NUND 401.

NUND 404B. Inquiry B for the Graduate Entry DNP. 2 Units.
This course is a continuation of NUND 404A GE Inquiry A. It completes the introduction to conceptual and theoretical thinking and begins examination of the research process in nursing. The student will examine scientific inquiry and scientific investigation, including the research process. Prereq: NUND 404A

NUND 404C. Inquiry C for the Graduate Entry DNP. 2 Units.
This course is a continuation of NUND 404B GE DNP Inquiry B. It expands the examination of scientific investigation in nursing and includes data management, analysis, and interpretation; critique of existing research; and implications for nursing practice. Coreq: NUND 404B.

NUND 408. Introduction to Concepts of Genetics in Nursing. 1 Unit.
Introduction to the theories and concepts relevant to human genetics and genomics and their applications in health care. Coreq: NUND 407.
NUND 409A. Professional Role Development: Leadership. 1 Unit.
This seminar is the second in a series designed to address professional role development. The seminar focuses specifically on leadership development in nursing. Prereq: NUND 407.

NUND 410. Health Assessment. 2.5 Units.
Comprehensive introduction to the assessment skills required for a successful nursing practice. Basic skills, such as vital signs, are taught along with a system approach to physical examination. Taking a health and psychosocial history is integrated into the course. The course is taught concurrently with anatomy and physiology concepts of nursing practice, and strategies and interventions for alterations in functioning. Coreq: NUND 401 and NUND 402.

NUND 411A. Public Health Nursing A. 2.5 Units.
This is the first of a two course sequence in public health nursing - health promotion-disease prevention for groups, populations, and communities. This course will focus on enhancing the health and health-seeking behaviors of groups and populations. Adult teaching-learning theories and processes will be explored. Coreq: NUND 407.

NUND 411B. Public Health Nursing B. 2 Units.
This is the second of a two course sequence in public nursing - health promotion-disease prevention for groups, populations, and communities. This course will focus on enhancing the health and health-seeking behaviors of a selected community. Coreq: NUND 411A.

NUND 450. Applied Statistics. 3 Units.
This course provides an advanced overview of the assumptions and applications necessary to analyze and interpret questions and research related to clinical practice. Emphasis will be on statistical interpretation of research. During the course, data management, statistical analysis, and data interpretation, as well as univariate, bivariate, and multivariate statistics such as ANOVA and ANCOVA will be examined. The data analysis process will be examined and deconstructed throughout the course. 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: NURS 521.

NUND 504. Theories for Nursing Practice and Scholarship. 3 Units.
This initial course in the Doctor of Nursing Practice program examines the nature of theory, theory development in nursing, and significant conceptualizations of nursing. Application of mid-range theory to practice, practice change, and scholarship is explored. Recommended preparation: Post Masters graduate standing or permission of faculty.

NUND 505. D.N.P. Project. 1 - 6 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: NURS 521.

NUND 506. Leadership in Organizations and Systems. 3 Units.
This course introduces the student to organizational design and leadership. The focus is developing skills to effectively lead individuals and teams toward maximizing organizational effectiveness. Elements of this course will include: organization culture, systems, communication, innovation and change. Prereq: NUND 504.

NUND 507. Management in Advanced Nursing Practice. 3 Units.
This course is focused on management & entrepreneurial concepts and issues related to advanced nursing practice. Seminars will focus on integrating legal, fiscal, quality improvement, and other intervening variables that affect environments of care. Prereq: NUND 506.

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

NUND 509. Curriculum and Instruction. 3 Units.
The purpose of this course is to explore the theoretical underpinnings of education and to examine innovative approaches to critical thinking. Students are provided the opportunity to analyze philosophies and principles of education along with teaching and learning styles. The focus of this course is on curriculum planning and development congruent with the philosophy and objectives of a nursing program. Curriculum development includes determination of program and course objectives, along with selection and organization of appropriate learning experiences to meet these objectives. Effective techniques for instruction in the classroom, laboratory, and clinical settings are explored.

NUND 510. Application of Health Information Technology and Systems. 1 Unit.
In this course, an overview of health information technology (HIT) is provided with focus on use of HIT in health care settings and among consumers. Course content includes use and evaluation of HIT by health care providers and patients.

NUND 530. Research Principles and Methods. 3 Units.
This course provides an overview of the components of the research process. Application of these principles to traditional as well as non-traditional research problems will be explored. Prereq: NUND 504.

NUND 531. Approaches to Practice Focused Research. 3 Units.
This course considers a variety of methods used for practice improvement and research. The applicability of these methods, such as action research, program evaluation and quality improvement, to the change process and to continuous improvement within various venues will be explored. The iterative, participatory, and emergent nature of knowledge and practice innovations will be discussed. Prereq: NUND 530.
NUND 540. Practice Focused Inquiry I. 3 Units.
This course introduces the student to a variety of approaches that can be used for practice-focused inquiry. Applications of beginning elements of the scholarly process to practice-focused inquiry are reviewed. Elements include development of a problem statement and literature review. Prereq: NUND 504. Prereq or Coreq: NUND 450.

NUND 541. Practice-Focused Inquiry II. 3 Units.
This course builds on Practice-Focused Inquiry I. The content expands student understanding of practice-focused methodology, including aims, a conceptual or theoretical framework, setting, sample, sources of data, measures and instruments. The student applies appropriate methodology to the development of a plan for their scholarly practice-focused project. Ethical issues and mechanisms for dissemination of the project results are included. Prereq: NUND 540.

NUND 607. Advanced Leadership and Management in Healthcare. 2 Units.
Leadership strategies and competencies for adapting to strategic advances in knowledge, technology, and organizational processes are explored. Emphasis is placed on developing strategic capacity within the dynamics of the competitive healthcare environment. Prereq: NUND 507.

NUND 609. Theoretical Foundations of Educational Testing and Evaluation. 2 Units.
In this course an overview of 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: NUND 504.

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 504.

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.

NUNP Courses

NUNP 401. Development and Health Promotion in Children and Adolescents. 3 Units.
This course examines the concepts of development and health promotion in children and adolescents. Concepts and theories from nursing and other related disciplines will be explored. These concepts are essential to the care of children and their families. Prerequisites include knowledge of theories and nursing strategies to optimize the health of children and their families are emphasized in the professional role development of students.

NUNP 402. Common and Acute Health Problems of Children. 6 Units.
This course introduces the common and acute health problems occurring in infancy through adolescence using a bio/psycho/social/cultural approach. Pathophysiology, assessment and diagnostic strategies specific to acute and common problems in children will be emphasized. Nursing strategies used to enhance, maintain and restore health will be discussed. Prereq: NURS 453, NURS 459 and NUNP 410. Prereq or Coreq: NURS 430.

NUNP 403. Advanced Management in Pediatric Primary Care. 5 Units.
This course focuses on the primary rehabilitative health care concepts specific to the management of complex, multidimensional health problems experienced by infants, children and adolescents within the context of their family and community environments. Pathophysiology, assessment and diagnostic strategies specific to complex health problems in children are emphasized. The selection of clinical interventions, clinical decision making and evaluation of strategies used to enhance the health outcomes of children and their families will be stressed. Emphasis will be placed on the consultation and referral processes within interdisciplinary and multidisciplinary teams. Prereq: NUNP 402.

NUNP 405. 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 enhance, maintain and restore health will be emphasized in the professional role development of students. Prereq or Coreq: NURS 453, NURS 459 and NUNP 410.

NUNP 406. Health Promotion Across the Life Span. 2 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 412. Neonatal Nurse Practitioner II. 4 Units.
This course focuses on the health problems of the high-risk neonate in the context of family, culture, and community. Nursing strategies that enhance, maintain, and restore health in ill neonates and their families. Principles identified for advanced diagnostic and therapeutic approaches specific to the neonate, including pharmacology, are emphasized. 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. 3 Units.
This course introduces principles fundamental to the integrated assessment of the neonate. It stresses perinatal history taking, gestational age assessment, and physical assessment skills. 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 is an introduction to the practice of primary health care of adults and older adults. Principles of health promotion, disease prevention, management of common acute and chronic health problems and the impact of the family are incorporated. Emphasis is placed on the physical, psychological, social, and cultural aspects of care. Pathophysiology, assessment and diagnostic techniques specific to the common acute and chronic health problems are integrated. Strategies related to health and illness care are used to enhance, maintain, and restore health. Collaboration with other health care professionals to enhance patient outcomes is explored. Prereq: NURS 453, NURS 459 and NUNP 410. Coreq: NURS 430.

NUNP 421. Symptom Management I. 1 Unit.
The emphasis of this course is on holistic care for persons and families, addressing symptoms that interfere with quality of life at all phases: during active-cure-oriented treatment of reversible illness, during life limiting illnesses, and at the end of life.

NUNP 422. Symptom Management II. 1 Unit.
The emphasis of this course includes the holistic care of persons and families, addressing symptoms that interfere with quality of life at all phases: during active-cure-oriented treatment of reversible illness, during life limiting illnesses, and at the end of life. Contextual factors influencing care delivery will also be addressed. These include interdisciplinary collaborative practice models, financial, ethical, cultural, and legal considerations. The role of advanced practice nurse in promoting quality and safety in the provision of palliative care will be emphasized. Prereq: NUNP 421.

NUNP 429. Health Promotion & Common Reproductive Health Problems of Adolescents and Adults. 4 Units.
This course introduces the student to the care of the woman from puberty through menopause and her family. Physical and psychosocial health and deviations before, during, and after the childbearing years are assessed. The course content includes principles of education for childbearing, parenting, and fertility control. Strategies to optimize health-seeking behaviors are identified. Content on pregnancy and postpartum care is integrated into the course. Prereq: NURS 459.

NUNP 431. Advanced Oncology Nursing. 4 Units.
The emphasis of this course is on the genetic basis and pathophysiology of cancer, and common treatment modalities. Advanced practice nursing responsibilities in all phases of cancer care (prevention, detection, diagnosis, treatment, survivorship, and end of life) will be discussed. Traditional, experimental, and complementary treatment modalities will be explored in relation to mechanisms of action, efficacy, and short and long-term side effects. Strategies for addressing health promotion and problem management in promoting quality of life for patients with cancer will be critically evaluated. Prereq: NUNP 419.

NUNP 432. Common & Acute Health Problems of the Adult and Older Adult. 5 Units.
This course 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 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.
In this course students are introduced to the influence of family dynamics in the practice of primary health care of children and adolescents. The course includes the application of the principles of growth and development, disease prevention, health promotion, and management of common acute and chronic health problems in children and adolescents. Clinical application of strategies to optimize health seeking behaviors is emphasized. Collaboration with other health care professionals to enhance patient care is reinforced. Prereq: NUNP 429.

NUNP 441. Comprehensive Care of the Chronically Ill Adult and Older Adult. 4 Units.
The focus of this course is on implementation of advanced practice for patients with cancer and other life limiting conditions. Health promotion, health protection, disease prevention, and treatment of patients with cancer and other life-limiting conditions and their families will be included. An interdisciplinary approach to the care of patients and families across the cancer disease trajectory will be addressed. Cultural considerations for diverse populations will be incorporated in the implementation of advanced practice strategies.
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 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 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 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 Units.
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. Prerequisite: NURS 211, NURS 230 and NURS 250. Corequisite: 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. Prerequisite: BIOL 117, CHEM 119, NURS 122. Corequisite: NURS 211, NURS 250.

NURS 240. Nursing Care of the Adult 2. 4.75 Units.
This course builds upon the knowledge and skills mastered in NURS 230. Course content and learning opportunities provide students with the information necessary to collaborate with other members of the health care team in providing comprehensive care to adults and older adults. Students are expected to collaborate with members of the health care team to plan and implement interventions and to evaluate patient responses to selected interventions. Special emphasis is placed on patients experiencing co-morbid conditions which include alterations in immunologic, hematologic, gastrointestinal, musculoskeletal, and neurologic functioning. Prerequisite: CHEM 121, NURS 211, and NURS 230. Corequisite: 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. Prerequisite: BIOL 117, CHEM 119, NURS 122. Corequisite: 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. Prerequisite: NURS 160.

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 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. Prerequisite: 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. Prerequisite: 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 their 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. Prerequisite: NURS 212, NURS 240, NURS 317, NURS 342, and SOCI 203. Corequisite: 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. Prerequisite: NURS 211 and NURS 230. Corequisite: NURS 212.

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. Prerequisite: 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 present 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.

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 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 physical and functional capacities of the elderly, exercise interventions to improve cardiovascular and muscular capacity required for daily activities. Prereq: NURS 250, NURS 338, NURS 339, NURS 373.

NURS 352. Acute Care 3. 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 315, NURS 338, NURS 339, 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 338, NURS 339, 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 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, 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, 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 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 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 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 living with advanced illness. Initiation of goal directed conversations, advance care planning and family meetings will be examined.

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

NURS 424. Advanced Symptom Management in Palliative Care. 1 Unit.
This course will enable health care professionals to gain knowledge and skills in providing advanced symptom management to patients and families experiencing complex illness. The management of selected distressing symptoms using evidence based strategies will be investigated. Prereq: NURS 421 and NURS 422.
NURS 425. Inquiry II - Research Process. 3 Units.
This course emphasizes scholarly inquiry, scientific integrity and scientific investigation. It includes study of the research process, particularly design, sampling, data collection and analysis, and interpretation and reporting of findings. 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, expected patient responses, and major side effects.

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 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 advanced 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 451. Leadership for Quality Healthcare within Organizations and Systems. 3 Units.
This course prepares the student to take a leadership role within organizations and systems to improve the quality of health care. Theory-based strategies to promote change within organizations and systems will be examined. The influence of economic, legal, and political factors on health care will be considered. Current and emerging information technologies and communication patterns influencing outcomes of care will be explored.

NURS 453. Advanced Pathophysiology. 4 Units.
This course focuses on the 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.
In this course, students learn to assess and manage common gynecologic and family planning issues encountered by a diverse population of women in ambulatory settings. Culturally appropriate interventions are integrated throughout. Supervised clinical experience focuses on achieving the foundation for beginning practice. This includes anticipating and identifying complications and participating in consultations, referrals and collaborative management. The application and synthesis of these principles, theories and concepts are emphasized in clinical practicum. Prereq or Coreq: NURS 453 and NURS 459.

NURS 455. The Childbearing Family. 4 Units.
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 childbearing women using a family-centered approach. Emphasis is on normal aspects of pregnancy, focusing on prevention of problems and promotion of health behaviors, as well as identification and management of deviations from normal. Supervised clinical experience includes understanding normal pregnancy, anticipating and identifying complications, participating in consultations, referrals and collaborative management. Prereq: NURS 454. Coreq: NURS 430.

NURS 457. Labor and Birth. 5 Units.
The art, theory, and the science for nurse-midwifery practice is expanded through research, critical analysis of disseminated research, quality assurance, and other scholarly activities. The focus of this course 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 skills 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 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 EPBI 466, EPBI 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 EPBI 468, MPHP 468, NURS 468.

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

NURS 474. Advanced Psychopathology Across the Lifespan Part II (Adult and Older Adult). 2 Units.
This course focuses on the assessment and diagnosis of psychopathology in adults and older adults. Behavioral/cognitive deviations from normal growth and development will be evaluated while considering socio-cultural differences and age-appropriate behavior. Responses of family members in relation to adults or older adults’ psychopathology will be discussed. Prereq: NURS 473.

NURS 475. General Systems Theory: Foundations for Practice. 2 Units.
This foundational seminar introduces General Systems Theory as a framework for understanding complex entities comprised of component parts that are in constant and mutual interaction. The concepts covered will emphasize the openness and flexibility of a system by attending to its entirety as opposed to focusing on separate parts. The focus is on the organizational structure and processes of that system that are circular in nature through cybernetics processes such as feedback loops which allow system adaptation and transformation. These changes enable systems to become more organized and efficient and to develop the capacity to repair themselves. Students will apply General Systems Theory to their disciplines.

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

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

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

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

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

NURS 486. Modalities for Family Systems Practice: Vulnerable Family Populations. 3 Units.
Within the context of family and community in urban and rural settings, students will explore the special needs of families who are currently manifesting mental health and substance abuse disorders. Examples of vulnerable families include those who have been exposed to acute and chronic stress, natural and man-made disasters, and military-related and other forms of trauma. The needs of youth and adults who are incarcerated will be addressed. Students will encounter the diverse nature of family relationships, including blended, migrant, and immigrant families; relationships that are defined by choice; and families residing on reservations and in religious enclaves. A variety of treatment modalities will be discussed. Prereq: NURS 482 and NURS 485.
NURS 488. Theoretical Basis of Practice and Supervision in Consultation, Collaboration. 2 - 3 Units.
This course focuses on the professional encounter between the nurse consultant-educator and families, work groups, and communities within the context of an environment of care. The nurse consultant-educator applies general systems and family systems theory to enhance the capacity of families to learn, adapt, and develop through mutual interaction and cybernetic processes based on systems theory. The roles of the nurse, educator, researcher, administrator, and therapist supervisor are explored. The theories and processes of consultation, collaboration, and adult education are discussed relative to mental health and community education. Prereq: NURS 484 and NURS 485.

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

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

NURS 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 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, 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, 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. 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
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 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. 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 and
basic parametric and non-parametric tests will be discussed with specific
application to nursing problems. Use of SPSS will be included. 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

NURS 559. Primary Care in Women's Health. 4 Units.
In this course, students gain knowledge needed to assess and manage
primary health care problems commonly encountered by diverse
populations of women in ambulatory settings. This course prepares the
student to use the problem solving approach to assist individuals with
common acute and chronic health problems. Culturally appropriate health
promotion and disease prevention are integrated throughout. Students
are introduced to the dynamics of the managed care environment.
Prereq: 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 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 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, 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 619.
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 and application of linear models, including simple and multiple regression and logistic regression to study design. The role of assumptions and theory in guiding the analysis plan is emphasized through lecture, readings, and critical evaluation of published research in the student's area of interest. Prereq: NURS 532 or Requisites Not Met permission.

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

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

NURS 671. Proposal Development. 1 - 6 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.

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