# 2020-2021 CWRU School of Nursing Bulletin

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FRANCES PAYNE BOLTON SCHOOL OF NURSING

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

Today, the School of Nursing offers curricula for students at all levels of study including undergraduate, graduate entry and advanced nursing practice and leadership. Master’s level instruction prepares graduates to sit for certification and to practice in a range of specialties including: nurse anesthesia, nurse midwifery, acute and primary care in adult-gerontology and pediatrics, care of families, care of neonates, women’s health, as well as education with a focus on populations. The school of nursing also offers both the Doctor of Nursing Practice (DNP) and the PhD in Nursing, as well as dual doctorate programs. Areas of research include symptom science, family and community care, aging across the lifespan, self-management of health and illness, and neuroscience.

Strategic Vision
Mission
Create and empower nurse leaders who develop and implement innovative and interprofessional research, education and practice activities that make a positive difference in the health of individuals and communities.

Vision
To be recognized globally as an academic community of excellence that builds on our strengths and traditions to provide leadership in nursing research, education and practice in evolving, interprofessional health and scientific communities.

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

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

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

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

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

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

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

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

**Teaching:** Performing actions intended to induce learning.

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

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

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

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

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

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

### FPB Accreditation and Approvals

**Accreditation**

Case Western Reserve University is accredited at the institutional level by the Higher Learning Commission:

- Higher Learning Commission
  230 South LaSalle Street
  Suite 7-500
  Chicago, Illinois 60604-1411
  Phone: 800.621.7440 / 312.263.0456
  Fax: 312.263.7462
  info@hlcommission.org

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

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

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

- Commission on Collegiate Nursing Education
  655 K Street NW
  Suite 750
  Washington DC 20001
  202-887-6791

- The Frances Payne Bolton nurse anesthesia program (https://nursing.case.edu/msn/anesthesia/) is accredited by the Council on Accreditation of Nurse Anesthesia Education Programs (COA). The last accreditation was in 2020. The next accreditation date is Spring 2030.

- Council on Accreditation of Nurse Anesthesia Educational Programs
  222 South Prospect Avenue
  Park Ridge, Illinois 60068-4001
  847-655-1160
  accreditation@coacyna.org (https://www.coacyna.org/Pages/default.aspx)

- The Cleveland Clinic Foundation nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Education Programs (COA). The last accreditation was in 2012. The next accreditation is due in 2022.

- Council on Accreditation of Nurse Anesthesia Educational Programs
  222 South Prospect Avenue
  Park Ridge, Illinois 60068-4001
  847-655-1160
  accreditation@coacyna.org (https://www.coacyna.org/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 date is due in 2025.

- Accreditation Commission for Midwifery Education (ACME)
  8400 Colesville Road, Ste 1550
  Silver Spring, MD 20910-6374
  240-485-1800
  info@acmef.org
  http://www.midwife.org/

**Approved Programs**

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

Ohio Board of Nursing
17 South High Street
Suite 400
Columbus, OH 43215-7410
614-466-3947
https://nursing.ohio.gov/

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Caron Peoples, MCSE
(Ohio Wesleyan University)
Director, Information Technology
Facilities

Instructional Facilities

With internationally renowned 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. The FPB School of Nursing, located at the Health Education Campus, provides a state of the art inter-professional education environment where nursing, medical, dental medicine and physician assistant students learn with and from each other. The eleven acre campus is the site of the Sheila and Eric Samson Pavilion. This 477,000 square-foot facility features a central atrium where students can gather, study and eat together, an innovation laboratory, 26 academic classrooms (including “team-based learning” classrooms) and simulation labs were collaborative learning takes place.

Clinical Facilities

Instructional facilities are abundant and varied. University Hospitals Cleveland Medical Center (http://www.uhhospitals.org/) established in 1866 is a 1,032-bed tertiary, academic medical center specializing in adult/pediatric medical and surgical specialties and is an aggregate of specialized hospitals that includes Alfred and Norma Lerner Tower, Samuel Mather Pavilion and Lakeside Hospital for adult medical/surgical care; Rainbow Babies and Children's Hospital ranked #4 nationally for Neonatal Care by the U.S. News and World Report; University MacDonald Women's Hospital, Ohio's only hospital for Women; Seidman Cancer Center (formerly known as the Ireland Cancer Center); University Psychiatric Center-Hanna Pavilion, University Hospitals Institute for Health Care Quality & Innovation, skilled nursing and rehabilitation services and home health care. University Hospitals is part of the University Hospitals Health System with services provided at 150 locations in 40 northern communities. University Hospitals Cleveland Medical Center is an affiliate of Case Western Reserve University. Together, they form the largest center for bio-medical research in the state of Ohio. University Hospitals Cleveland Medical Center is home to world class clinical and research centers, including cancer, pediatrics, women's health, orthopedics, spine, radiology, radiation oncology, neurosurgery neuroscience, cardiology, cardiovascular surgery, organ transplantation and human genetics.

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

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

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

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

Libraries

The Kelvin Smith Library (http://library.case.edu/ksl/aboutus/), a 144,000 square foot building completed in 1996, houses most of the collections of Case Western Reserve University. This includes over 1,290,000 monographs, 7,363 serial titles, U.S. Government publications, company annual reports, newspapers, CDs, technical reports, over 12,000 DVDs and videos, and more. The library enables users to integrate both traditional resources and state-of-the-art technology into teaching, research, and learning. A variety of seating styles accommodates 900 people and provide electrical ports for connecting personal laptop computers. Case Western Reserve's wireless network enables personal laptops to have internet access throughout the library. Two multimedia rooms include scanners and sound and video digitizers. Available are individual study spaces, meeting rooms, conference areas, and social gathering places. Thirty miles of compact movable shelving allows the library to keep much of its collection onsite for immediate access to print materials. The user-friendly interface to the online catalog, databases, and other resources allows library staff to focus their attention on working in-depth with faculty and students.
The Cleveland Health Science Library (https://case.edu/chslibrary/) (CHSL) serves as the library system for the Schools of Medicine, Dental Medicine, Nursing, and the Departments of Biology and Nutrition. The CHSL was formed in 1965 by an agreement between the Cleveland Medical Library Association (CMLA) and Western Reserve University. CHSL operates in two locations: The Allen Memorial Medical Library (https://case.edu/chslibrary/about-us/allen-memorial-medical-library/), which has a collection of clinical books and journals, basic sciences, nursing, dentistry, and biology books, journals, audiovisuals, microforms, as well as a collection of rare and historical books; and the Health Education Campus Library (https://case.edu/chslibrary/our-locations/health-education-campus-library/), which is a quiet study area, and the place where students can check out books on reserve for courses. The combined collections total over 430,000 volumes including electronics and collectibles, with print and electronic journal subscriptions numbering in excess of 60,000, electronic books numbering over 60,000 and print books numbering over 118,500. Personal and institutional members of the CMLA and faculty, students and staff of CWRU have borrowing privileges. The Cleveland Health Sciences Library serves as a resource library in the Greater Midwest Region of the National Network of Libraries of Medicine (https://nnlm.gov/). CHSL also participates in OhioLINK (https://www.ohiolink.edu/), OHIONET (https://www.ohionet.org/), and OCLC (https://www.oclc.org/en/home.html).

In addition, the Allen Memorial Medical Library is home to the Dittrick Medical History Center (https://artsci.case.edu/dittrick/) (College of Arts and Sciences) and its archives, medical artifacts, and books on the history of medicine. The Allen has two technology supported classrooms, one large conference room (often used for courses), three large quiet study rooms, and main reading room. The first technology supported classroom is the Ford Auditorium, with a seating capacity of 472, and is supported by University Technology (UTech) and Level 2 technology classroom. The second technology classroom is the Herrick Room, with a capacity of 24, and a UTech Level 1 classroom. Case Western Reserve University's wireless network is available throughout all library spaces. The two combined library spaces are open 167 hours per week. The CHSL staff includes 4 FTE librarians, and 3 FTE paraprofessional and technical staff.

FPB School of Nursing Information Technology Services

The Frances Payne Bolton School of Nursing (SON) has an assigned Information Technology Services team. This team is part of the University Technology (UTech) Division, managing and overseeing all computer related operations within the school. The team assists faculty, staff and students with any computer problems, issues, needs, or equipment purchases. This team manages the Help Desk, provides troubleshooting of problems, and repairs all school-owned equipment. The SON UTech team provides assistance with the School’s website and develops web applications to meet the needs of the school. The team also administers online application, review, and customer relations management systems, as well as a variety of other IT systems and tasks.

The Health Education Campus (HEC) has an UTech Care Center (Tech Bar) located at the south end of the atrium on the first floor of Samson Pavilion. The HEC Support team assists all faculty, students and staff in the HEC with computer problems, connectivity issues, or repairs; providing technical support to resolve identified needs. A limited supply of loaner laptops are available through the Tech Bar which students can request for use for a limited amount of time.

The hours of operation for the Tech Bar are 8:00am - 5:00pm, Monday - Friday. The team is also available by emailing hecsupport@case.edu.

While the University is working remotely, assistance is available via the online Zoom Room: https://cwru.zoom.us/my/hecsupport (https://cwru.zoom.us/my/hecsupport/) (8:00 am - 5:00 pm (EST), Monday - Friday). For after-hours assistance, contact the University Helpdesk by emailing help@case.edu or calling 216-368-HELP (4357).

The HEC has extensive wireless access for all users, including access to the Internet and University software tools throughout the building. Students also have access to four wireless printing kiosks located on the first and fourth floors of the building. The HEC provides the most advanced technology possible to enhance and accelerate education.

Center for Nursing Education, Simulation & Innovation (CÑESI)

The Center for Nursing Education, Simulation & Innovation is located on the second floor of the Samson Pavilion at the Health Education Campus (HEC) and is composed of two labs: Physical Assessment Lab and Clinical Teaching Bed Lab, and a separate Medication Room.

Physical Assessment Lab: This ten-bed lab is for pre-licensure students (BSN and MN) and graduate nurse practitioner students (MSN) learning basic and advanced physical assessment skills. The room is fully equipped with ten electronic exam tables that have inclining headrests, extending leg supports, storage drawers, and optional stirrups. To ensure privacy, the lab has custom ceiling-mounted privacy drapes at each bed station. Each station has electronic Welch Allyn otoscopes along with 3 sizes of clean gloves, sharps disposal units and wall-mounted blood pressure cuffs. The physical assessment lab has extensive locked storage for 10 Welch Allyn and 16 ADC Diagnostic kits, 20 various-sized blood pressure cuffs, 4 electronic blood pressure cuffs, and 10 single and 6 double headed stethoscopes for student and faculty use. Students also have access to several high fidelity human patient simulators, task trainers, anatomical ear and eye models, two full body skeletons, breast and prostate models, a DVD library, and two large screen video display boards to support our undergraduate and graduate lab sessions.

Clinical Teaching Bed Lab: This lab is comprised of 10 patient bed stations each with a static Laerdal Medical manikin. The lab simulates an in-patient medical-surgical or step-down unit and has a full-sized ADA hospital bathroom designed to provide students with the opportunity to learn how to transfer a patient in and out of the bathroom, to the shower, and to the commode. The center contains all of the common devices seen in the hospital setting including a Hoyer lift, Geri chair, wheel chairs, canes, crutches, linen carts, ventilators, ceiling-mounted privacy drapes, sharps disposal units, and head wall units at each patient bed to simulate oxygen delivery and wall suction. Pre-licensure students use this lab to learn and practice every essential nursing skill from hand washing and bed making to wound irrigation and managing a ventilated patient. The center also has three medication carts, 6 smart IV pumps, and extensive locked storage for IV tubing, IV solutions, dressing supplies, catheters, chest tubes, Foley catheters, sterile gloves, sterile gowns, bed pans, urinals, and tracheostomy supplies. The lab has an extensive DVD library and two large screen video display boards to support our undergraduate and graduate lab sessions.

Medication Room: The medication room is adjacent to the Clinical Teaching Bed Lab and is equipped with an academic version of the Pyxis Medication dispensing system, bar coding techniques, and synthetic medications. The medication room has extensive locked cabinetry, a sink, and counter space to provide a realistic setting for best practices of preparing patient medications.
In the HEC, nursing students have access to the following **shared lab spaces** that foster interprofessional education:

**Acute Care Flexible Simulation Labs**: These three labs are set up with portable head walls, one way glass, a large screen video display board, and video/audio capabilities for recording and debriefing and high-stakes testing. The labs can be set up for any high fidelity simulation with access to a family of Laerdal and Gaumard high fidelity human patient simulators: Sim-Man Essential, Sim-Baby, Sim Child, Sim Newbie, Sim Junior, and Lucinda birth simulator. All pre-licensure students and nurse practitioner students utilize these labs on a weekly basis throughout each semester for simulation training on human patient simulators; practicing various advanced nursing skills on task trainers; viewing skills and simulation videos; and conducting pediatric and obstetric labs and simulation sessions. Each acute care flexible simulation lab has a large screen video display board to support our undergraduate and graduate lab sessions.

**Private Exam Rooms**: 20 private exam rooms each equipped with a physician-grade exam table, side chair, exam stool, and built in otoscope and ophthalmoscope provide the opportunity for students to practice and review communication and assessment skills with faculty, peers, and standardized patients. Each room has one way glass, video and audio capability, and a small screen video display board allowing facility to record exemplars and provide feedback on student practice, testing, and final examinations. Standardized patients (SPs) are hired for formative, summative, and high stakes testing situations and adjacent small and large debriefing rooms allow for private or class meetings prior to or following SP sessions.

**Steris Perioperative Lab**: This interprofessional lab contains a fully functioning Steris 3080 operating room table and fluid/blanket warmer, a full set of surgical instruments, back and gown tables, locked supply cabinets, pulse oximeters, and an educational anesthesia machine, endoscopy, and Bovie machine. Students learn basic perioperative safety skills including; aseptic technique, patient positioning, handling of surgical instruments, and communication hand-over techniques related to perioperative nursing and nurse anesthesia patient care. Audio and video capabilities allow for recording of formative and summative simulations and adjacent classrooms allow for pre-briefing and debriefing opportunities. The Steris Perioperative lab has two large screen video display boards to support our undergraduate and graduate lab sessions.

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

https://case.edu/nursing/programs/bsn

Phone: 216.368.4591
Amy Bieda, PhD, APRN, PCPNP-BC, NNP-BC, Program Director
alb24@case.edu

The student-learning environment includes traditional classrooms, world-class clinical facilities, community settings and the Center for Nursing Education, Simulation & Innovation (https://case.edu/nursing/students/center-for-nursing-education-simulation-and-innovation/) (CNESI). Clinical experiences occur in Cleveland’s nationally and internationally renowned health care facilities including University Hospitals of Cleveland, the Cleveland Clinic, the MetroHealth Medical Center System, and the Veterans Administration. Students also have extensive experience in community health departments, community centers and the Cleveland Metropolitan School District.

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

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

**Student Learning Outcomes**

1. Demonstrates the ability to integrate principles of evidence-based practice and quality improvement to deliver safe patient-centered care.
2. Exhibits leadership skills to optimize health care outcomes, influence health policy and advance the nursing profession.
3. Demonstrates clinical reasoning that promotes a culture of quality and safety to individuals, families and populations.
4. Collaborates with interprofessional teams, fostering open communication and shared decision making to ensure safe, high quality and cost-effective care.
5. Integrates behaviors, values and the professional code that reflects the nursing profession.
6. Explains the benefits of utilizing health care information systems and technologies to promote safe, patient-centered care and support decision making.
7. Recognizes the individual as a full partner in coordinating care that promotes health and well-being based on respect of their preferences, values and needs.

**Degree Requirements** (https://nursing.case.edu/bsn/)

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

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

For those with experience in the armed forces of the United States, or in the National Guard or in a reserve component, the 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
Progression in the BSN Program

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

Students who receive a grade of Incomplete (I), given at the discretion of the instructor for the course, must complete course requirements by the eleventh week of the following semester. It is the student’s responsibility to notify the instructor of the circumstances preventing completion of all assigned work. In the absence of notification or adequate justification, the instructor may give the student a final grade that assumes a failing grade for the missing work. If a student fails to submit the work required for removing the Incomplete by the date established or by the eleventh week of the following semester, the instructor will give a failing grade (F). The grade will convert from I to F when the deadline for making up incomplete grades from a previous semester has passed.

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

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

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

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

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

**Freshman**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Principles of Biology (BIOL 114)</td>
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<td>Introduction to Human Anatomy and Physiology I (BIOL 116)</td>
<td>3</td>
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<tr>
<td>SAGES University First Seminar</td>
<td>4</td>
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<tr>
<td>GER General Education Requirement</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>BCLS and First Aid for Health Care Providers (NURS 277)</td>
<td>0</td>
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<td>Fundamentals of Nursing (NURS 115)</td>
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<td>Foundations of the Practice II (NURS 122)</td>
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<td>Applied Nutrition in Health and Disease (NURS 201)</td>
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<tr>
<td>Health Care in the Community (NURS 160)</td>
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<tr>
<td>Introduction to Human Anatomy and Physiology II (BIOL 117)</td>
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<td>SAGES University Seminar</td>
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<tr>
<td>Concepts for a Molecular View of Biology I (CHEM 119)</td>
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<td><strong>Year Total:</strong></td>
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**Sophomore**

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<tbody>
<tr>
<td>Nursing Care of the Adult 1 (NURS 230)</td>
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<td>Introduction to Pharmacology 1 (NURS 211)</td>
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<td>Aging in Health and Illness (NURS 250)</td>
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<tr>
<td>Teaching/Learning in the Community (NURS 210)</td>
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<tr>
<td>or Evidence Based Public Policy in the Community (NURS 260)</td>
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<tr>
<td>Concepts for a Molecular View of Biology II (CHEM 121)</td>
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<tr>
<td>SAGES University Seminar</td>
<td>3</td>
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<tr>
<td>Medical Microbiology, Immunity, and Infectious Disease (NURS 342)</td>
<td>4</td>
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<td>Psychiatric-Mental Health Nursing (NURS 317)</td>
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<td>Nursing Care of the Adult 2 (NURS 240)</td>
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<tr>
<td>Human Development: Medical and Social (SOCI 203)</td>
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<td>Introduction to Pharmacology 2 (NURS 212)</td>
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<tr>
<td>Teaching/Learning in the Community (NURS 210)</td>
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<td></td>
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<tr>
<td>or Evidence Based Public Policy in the Community (NURS 260)</td>
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<td><strong>Year Total:</strong></td>
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**Junior**

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<tbody>
<tr>
<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>
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<td>Basic Statistics for Social and Life Sciences (STAT 201)</td>
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<tr>
<td>Leadership in the Community (NURS 310)</td>
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**Senior**

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<tr>
<td>Leadership in the Community (NURS 310)</td>
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<tr>
<td>GER General Education Requirement</td>
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</table>
BCLS and First Aid for Health Care Providers (NURS 277)  0
Theoretical and Evidence Bases for Best Practice in Nursing (NURS 320) (Sages Departmental Seminar)  3
Care of the Adult and Older Adult with Complex Health Alterations (NURS 338) 
& Care of the Perioperative Patient (NURS 339) or NURS 315 and NURS 316 (NURS 345)  2
GER General Education Requirement  3
Process Change in the Community (NURS 360) or Leadership in the Community (NURS 310)  1
Year Total: 15-16 17-18

Senior
Units
Fall Spring
Information Technologies in Health (NURS 370)  1
Population Health Nursing (NURS 371)  3
Health in the Global Community (NURS 372)  3
Global Health Practicum (NURS 373)  5
Issues and Ethics in Health Care (NURS 343)  2
Concepts of Management and Leadership (NURS 341)  3
Senior Preceptorship: NURS 350, NURS 352, NURS 354, NURS 356  8
Year Total: 12 13

Total Units in Sequence: 122.5-124.5

40 General Education Requirements
86 Nursing Requirements

Advising
In addition to your Sages advisor, each freshman nursing student will have a first year nursing advisor assigned to them. This is to assure a smooth transition during freshmen year. Varsity athletes who are also majoring in nursing will have a specific nursing advisor during the time they participate in varsity sports.

Master of Nursing (Graduate Entry) Program

https://case.edu/nursing/programs/mn-graduate-entry (https://case.edu/nursing/programs/mn-graduate-entry/)
Phone: 216.368.8858
Molly J. Jackson, DNP, AGNP-C, ACHPN, Program Director mj22@case.edu

The Master of Nursing (Graduate Entry) Program is a full time, graduate-level program designed for students with a baccalaureate degree (BA or BS) in a non-nursing field. The MN program offers a rigorous, accelerated interprofessional education with on-campus classes in our new Health Education Campus. This 20 month, four semester program prepares graduates to take the national licensure exam (NCLEX) to become a Registered Nurse. In addition, graduates earn approximately 15 credits toward an MSN degree following completion of the pre-licensure portion of the program, and awarding of the Master of Nursing (MN) degree. The Frances Payne Bolton School of Nursing has a rich history of preparing national and international nurse leaders.

Following completion of the MN degree, students may pursue an MSN degree without reapplying, or explore options for doctoral study in the DNP or PhD program. Refer to the MSN, DNP, and PhD websites for information about these programs. Certain MSN majors have separate RN experience requirements and/or admission process; a DNP is required for some advanced practice registered nursing specialties.

The MN program has an innovative quality and safety component woven throughout the curriculum, emphasizing the importance of the patient experience.

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

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

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

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

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

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

Collaboration: Collaborates with other health care professionals to initiate intra- and/or 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
Time Frame for Completion of Degree
- MN students must complete the program within 4 years of initial enrollment. Students who do not complete the MN curriculum within 4 years are required to reapply for the program; readmission to the program will be determined by the admissions committee.
- Students offered readmission may be required to complete additional coursework upon curricular review in order to meet current MN program requirements
- Completion of the MSN, DNP, or PhD: refer to policies for those programs.
• Students follow the curriculum of their MSN major in effect at the time they begin the MSN program.

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

Progression in the Graduate Entry Nursing Program

Satisfactory Academic Standing

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

The academic record of a student on probation for two semesters will be reviewed by the Executive Committee. The committee will determine whether extenuating circumstances warrant an additional semester of probation, or whether the student should be separated from the program. If separation is advised, the MN Program Director will notify the student in writing.

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

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

Master of Nursing students pursuing a post-licensure degree must meet all progression requirements of the degree program in which they are enrolled (MSN (p. 11), DNP (p. 18), or PhD. (p. 20)). Refer to those sections of the Bulletin for further information.

Curriculum

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

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

Curriculum 2020-2022 72 total credit hours (Curriculum for 2019-2021 follows)

First Year

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
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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>
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<tr>
<td>Introduction to Nursing Informatics (NUMN 403)</td>
<td>1</td>
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<td></td>
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<tr>
<td>Health Assessment for the Advanced Generalist Nurse (NUMN 410)</td>
<td>2.5</td>
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<tr>
<td>Issues and Ethics in Health Care (NUMN 413)</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>Nursing Care of Populations in Communities (NUMN 411)</td>
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<td></td>
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<tr>
<td>Pathophysiology for the Advanced Generalist Nurse (NUMN 405)</td>
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<td>Nursing Care of Older Adults in Health and Illness (NUMN 406)</td>
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<tr>
<td>Acute Care Nursing of the Adult (NUMN 407)</td>
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<td>Health Promotion Across the Life Span (NUNP 410)</td>
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<td>Inquiry I - Theoretical Foundations (NURS 405)</td>
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Second Year

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<th>Course Title</th>
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<tr>
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<td>Children and Families in Health and Illness (NUMN 416)</td>
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<td>Psychiatric Mental Health Nursing (NUMN 417)</td>
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<tr>
<td>Inquiry II - Research Process (NURS 425)</td>
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<tr>
<td>Advanced Generalist: Health Policy, Advocacy, and Economics (NUMN 409)</td>
<td>1.5</td>
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<tr>
<td>Intro to Critical Care Nursing (NUMN 418)</td>
<td>6</td>
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<td>Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)</td>
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<td>Leadership for Quality Healthcare within Organizations and Systems (NURS 451)</td>
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<td>Inquiry III Evidence-Based Practice (NURS 502)</td>
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<td>Advanced Generalist Nurse Leadership (NUMN 419)</td>
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Total Units in Sequence: 72

Curriculum 2019-2021 72 total credit hours

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</table>

Total Units in Sequence: 72

Credits Toward the MSN Earned in the Master of Nursing Curriculum (2020-2021)

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

| NURS 405 | Inquiry I - Theoretical Foundations | 2 |
| NURS 425 | Inquiry II - Research Process | 3 |
| NURS 424A | Ethical Issues in Advanced Nursing Practice (waiver based on grade in NUMN 413) | 1 |
| NURS 444A | Leadership for Quality Healthcare within Organizations and Systems | 3 |

Approval of RN Licensure Applications

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

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

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

Master of Science in Nursing (MSN)

https://case.edu/nursing/programs/msn (https://case.edu/nursing/programs/msn/)
Phone: 216.368.8532
Latina Brooks, PhD, CNP, FAANP, Program Director
lmb3@case.edu

The Master of Science in Nursing program prepares registered nurses for advanced practice either as a nurse practitioner or nurse midwife. 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 most 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. A maximum of nine (9) semester hours of credit in approved graduate courses, where the student obtained a grade of B or above, may be transferred to meet program requirements, and three (3) credits may be waived for a total of 12 credits. To be awarded an MSN degree, the student must have a cumulative GPA of 3.0 and received satisfactory grades in all nursing courses taken for credit as a MSN student. Degree requirements must be completed within 5 years of initial enrollment.

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

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

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

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

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

Majors and Sample Full-Time Curriculum
Virtually all MSN students must take at least ten core courses in Professional Development, Scientific Inquiry, and Nursing Practice. Although the MSN program itself requires a minimum of 36 credit hours to graduate, most majors require an average of 40 credit hours, usually completed between 18 and 30 months depending on the MSN major. Students are required to complete 600 or more clinical hours depending on MSN major. Post-master’s certificates can be provided for most programs and are crafted according to individual needs and background education. Sample full-time curriculum are listed for each major.

MSN Majors
Adult Gerontology Acute Care Nurse Practitioner (AGACNP)
Adult Gerontology Acute care nurse practitioners (https://nursing.case.edu/msn/adult-gerontology-acnp/) (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.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Fall</th>
<th>Units</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Foundations for Adult-Gerontology</td>
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<tr>
<td>Acute Care Nursing (NUNP 438)</td>
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<tr>
<td>Advanced Pathophysiology (NURS 453)</td>
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<tr>
<td>Advanced Health Assessment (NURS 459)</td>
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<tr>
<td>Health Care Delivery and Finance in Advanced Practice (NURS 444B)</td>
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<tr>
<td>Advanced Pharmacology (NURS 430)</td>
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</tbody>
</table>
### Acute Health Problems of Adults and Older Adults (NUNP 443)
- 6

### Inquiry I - Theoretical Foundations (NURS 405)
- 2

### Inquiry II - Research Process (NURS 425)
- 3

### Leadership for Quality Healthcare within Organizations and Systems (NURS 451)
- 3

**Year Total:**
- 12
- 11
- 6

## Second Year

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

### Inquiry III Evidence-Based Practice (NURS 502)
- 2

### Advanced Management of Acutely Ill Adults and Older Adults (NUNP 444)
- 4

### Ethical Issues in Advanced Nursing Practice (NURS 444A)
- 1

### Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)
- 1

### Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)
- 2

**Year Total:**
- 12
- 15
- 6

### Total Units in Sequence:
- 39

### Pediatric Nurse Practitioner (PNP)

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

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

### First Year

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<tr>
<th>Units</th>
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### First Year

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<tr>
<th>Units</th>
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### Adult-Gerontology Primary Care Nurse Practitioner (AGACNP)

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

As part of FPB’s MSN program, the adult-gero NP major requires 41 hours of coursework, plus 600 hours of clinicals. The coursework is usually completed within 18 months (four semesters) for full-time students, and courses are offered in a distance-friendly format that requires about eight trips to Cleveland.
### Advanced Pharmacology (NURS 430)
3

### Common and Acute Health Problems of Children (NUNP 402)
6

### Health Care Delivery and Finance in Advanced Practice (NURS 444B)
1

### Inquiry II - Research Process (NURS 425)
3

### Advanced Pathophysiology (NURS 453)
4

### Health Promotion Across the Life Span (NUNP 410)
2

### Development and Health Promotion in Children and Adolescents (NUNP 401)
3

### Inquiry II - Research Process (NURS 425)
3

### Advanced Pharmacology (NURS 430)
3

### Common and Acute Health Problems of Children (NUNP 402)
6

### Health Care Delivery and Finance in Advanced Practice (NURS 444B)
1

### Inquiry III Evidence-Based Practice (NURS 502)
2

### Leadership for Quality Healthcare within Organizations and Systems (NURS 451)
3

### Ethical Issues in Advanced Nursing Practice (NURS 444A)
1

### Inqurly III Evidence-Based Practice (NURS 502)
2

### Leadership for Quality Healthcare within Organizations and Systems (NURS 451)
3

### Ethical Issues in Advanced Nursing Practice (NURS 444A)
1

### Pediatric Nurse Practitioner in Acute Care

Acute Care Pediatric Nurse Practitioners (https://case.edu/nursing/programs/msn/msn-majors/pediatric-nurse-practitioner-in-acute-care/) 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 of recent acute care pediatric nurse experience required for admission.

### Neonatal Nurse Practitioner (NNP)

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

Two years of NICU nursing are needed prior to beginning the NNP major. As part of FPB’s MSN program, the major requires 40 credit hours of coursework, plus 700 hours of clinicals in Level III NICUs. Full-time coursework is completed within 18 months (4 semesters).
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<td>Inquiry I - Theoretical Foundations (NURS 405)</td>
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<td>Integrated Assessment of the Neonate (NUNP 416)</td>
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<td>Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)</td>
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<td>Health Care Delivery and Finance in Advanced Practice (NURS 444B)</td>
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<td>Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)</td>
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<td>Year Total:</td>
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</table>

Family Nurse Practitioner (FNP)

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

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

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<tr>
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<tr>
<td>Health Promotion Across the Life Span (NUNP 410)</td>
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<td>Inquiry II - Research Process (NURS 425)</td>
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<td>Advanced Pharmacology (NURS 430)</td>
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<td>Family Health Nursing: Health of Adults and Older Adults (NUNP 419)</td>
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<td>Health Care Delivery and Finance in Advanced Practice (NURS 444B)</td>
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<td>Health Promotion &amp; Common Reproductive Health Problems of Adolescents and Adults (NUNP 429)</td>
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<td>Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)</td>
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<thead>
<tr>
<th>Family Systems Psychiatric Mental Health Nurse Practitioner (PMHNP)</th>
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<tr>
<td>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.</td>
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<tr>
<td>The work of an advanced practice psychiatric nurse practitioner is dynamic in scope, ranging from prevention and health promotion to early detection and assessment to integration and culturally appropriate, client-centered intervention. Similarly, they can practice in a multitude of environments, including community mental health clinics; hospitals systems; private physician offices; prison systems; military bases and</td>
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Total Units in Sequence: 40
Veteran's Affairs Hospitals; treatment facilities; and psychiatric mental health community centers, among others.

The Family Systems Psychiatric Mental Health Nursing (https://nursing.case.edu/msn/familysystems-psych/) 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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<tr>
<td>Inquiry I - Theoretical Foundations (NURS 405)</td>
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<td>Advanced Psychopathology Across the Lifespan: Part I (Infant through Young Adult) (NURS 473)</td>
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<td>General Systems Theory: Foundations for Practice (NURS 475)</td>
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<td>Advanced Practice Seminar: Role of Psychiatric-Mental Health APRN (NURS 476)</td>
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<td>Advanced Psychopathology Across the Lifespan Part II (Adult and Older Adult) (NURS 474)</td>
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<td>Family Systems Theoretical Foundations (NURS 481)</td>
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<td>Family Systems Integration and Application (NURS 482)</td>
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<td>Individual and Group Modalities for Family Systems Practice Across the Lifespan (NURS 484)</td>
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<td>Practicum and Supervision: Family Systems Practice Across the Lifespan (NURS 485)</td>
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<tbody>
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<td>Inquiry III Evidence-Based Practice (NURS 502)</td>
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<td>Modalities for Family Systems Practice: Vulnerable Family Populations (NURS 486)</td>
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<tr>
<td>Theoretical Basis of Practicum and Supervision in Consult, Collaborate, and Mental Health Education (NURS 488)</td>
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<tr>
<td>Practicum and Supervision in the Role of Family Systems Psychiatric Mental Health Advanced Practice (NURS 489)</td>
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| Business Concepts in Advanced Nursing Practice (NUND 507) | 3 |
| Year Total: | 14 |

| Total Units in Sequence: | 49 |

**Women's Health Nurse Practitioner (WHNP)**

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

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

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<td>Advanced Health Assessment (NURS 459)</td>
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<tr>
<td>Psychosocial and Spiritual Dimensions of 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>
<tr>
<td>Inquiry II - Research Process (NURS 425)</td>
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</table>
Leadership for Quality Healthcare within Organizations and Systems (NURS 451)

Year Total: 10 9 7

Total Units in Sequence: 38

Nurse Midwifery

Certified nurse-midwives (https://nursing.case.edu/msn/midwifery/) (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-patient, in-patient, and out-of-hospital settings to provide optimal care and evaluation of learning. Graduates will be eligible to take the certification examination administered by the American Midwifery Certification Board. By taking NURS 559, Primary Care for Women, students are eligible for dual certification in Women’s Health.

First Year

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Fall</th>
<th>Units</th>
<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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<tr>
<td>Inquiry II - Research Process (NURS 425)</td>
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<td>Inquiry III Evidence-Based Practice (NURS 502)</td>
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Year Total: 6 6 3

Second Year

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<tbody>
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<tr>
<td>Health Promotion Across the Life Span (NUNP 410)</td>
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<td>Health Care Delivery and Finance in Advanced Practice (NURS 444B)</td>
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<tr>
<td>Leadership for Quality Healthcare within Organizations and Systems (NURS 451)</td>
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<td>3</td>
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<tr>
<td>The Childbearing Family (NURS 455)</td>
<td>4</td>
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<tr>
<td>Advanced Pharmacology (NURS 430)</td>
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<tr>
<td>Primary Care in Women’s Health (NURS 559)</td>
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Year Total: 6 10 4

Third Year

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<tr>
<td>Labor and Birth (NURS 457)</td>
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<td>Integrated Assessment of the Neonate for Midwives (NURS 416)</td>
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<td>Advanced Midwifery (NURS 557)</td>
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<td>Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)</td>
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</table>

Year Total: 6 8

Total Units in Sequence: 49

Education with Population Focus

Nurse Educators are prepared at the master’s level and qualified to teach and develop future generations of nurses. The Nurse Educator program (https://case.edu/nursing/programs/msn/msn-majors/education-with-population-focus/) at FPB responds to a great demand in our community and across our state and the nation for clinical educators and preceptors.

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

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

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

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

First Year

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Fall</th>
<th>Units</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry I - Theoretical Foundations (NURS 405)</td>
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<td>Health Promotion Across the Life Span (NUNP 410)</td>
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<tr>
<td>Leadership for Quality Healthcare within Organizations and Systems (NURS 451)</td>
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<tr>
<td>Primary Care in Women’s Health (NURS 559)</td>
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</tbody>
</table>

Nursing
and a minimum of 18 credits in anthropology courses, distributed as

- Inquiry II - Research Process (NURS 425) 3
- Advanced Pharmacology (NURS 430) 3
- Common & Acute Health Problems of the Adult and Older Adult (NUED 432) 3
- Curriculum and Instruction (NUED 509) 3
- Inquiry III Evidence-Based Practice (NURS 502) 2
- Primary Care of the Older Adult (NUED 449) 3
- Theoretical Foundations of Educational Testing and Evaluation (NUED 609) 2

Year Total: 11 12 7

Second Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Management in Adult and Older Adult Primary Care (NUED 434)</td>
<td>3</td>
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<tr>
<td>Health Policy Legislation and Legal Issues in Advanced Practice (NURS 444C)</td>
<td>1</td>
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<tr>
<td>Teaching Practicum (NUND 615)</td>
<td>1-6</td>
</tr>
<tr>
<td>Psychosocial and Spiritual Dimensions of Advanced Nursing Practice (NURS 431)</td>
<td>2</td>
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</tbody>
</table>

Year Total: 7-12

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

Joint Degrees

MSN/PhD Dual Degree Program

The Master of Science in Nursing / PhD (https://case.edu/nursing/programs/msn/msn-to-doctorate/) 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)

The Master of Science in Nursing/Master of Arts in Anthropology (https://case.edu/nursing/programs/msn/msn-majors/msnma-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)

The Master of Science in Nursing/Master of Art in Bioethics (https://case.edu/nursing/programs/msn/msn-majors/msnma-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.

Master of Science in Nursing/Master of Public Health (MSN/MPH)

Application involves a dual submission process and applicants must be accepted into both the MSN and MPH programs. Individual program plans available upon admission to both programs.

Doctor of Nursing Practice

https://case.edu/nursing/programs/dnp

Phone: 216.368.1907
Latina Brooks, PhD, CNP, FAANP, Program Director
lmb3@case.edu

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 executive format and cohort model that has partnerships with institutions around the country.

The DNP program admits students at three different stages in order to accommodate students with diverse educational backgrounds.

- Post-Licensure DNP (Advanced Practice Registered Nurse (APRN) 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 then continue with additional DNP courses. After receiving the MSN degree, students may sit for the certification exam in their advanced practice specialty and then apply to a Board of Nursing for credentials to practice as an APRN. Students already enrolled in the MSN program may also apply to the DNP program during the MSN program but are required to complete courses from both programs.

- Nurse Anesthesia DNP (Advanced Practice Registered Nurse; DNP degree awarded). This entry point into the DNP program is designed for registered nurses preparing to be Certified Registered Nurse Anesthetists (CRNA). Detailed information about this program may be found at https://case.edu/nursing/programs/dnp/nurse-anesthesia-dnp.

- 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 pinnacle of their field. Students acquire in-depth knowledge in nursing theory, inquiry, policy, and leadership.
Most post-masters’ DNP students are already practicing as advanced practice nurses, administrators, or educators. Once 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.

**DNP Program Requirements**

**Progression**

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 complete an oral presentation of their DNP project.

A grade of “I” (Incomplete) in a course is awarded when a student is meeting expectations in that course, is earning a passing grade, and due to extenuating circumstances is unable to complete a portion of the work on time for grade submission. This must be pre-arranged with course faculty, before the date on which grades are due. If a student receives a grade of “I” they have until the 11th week of the following semester to complete the outstanding work. In this case the “I” will convert to the grade earned. If a student does not complete the outstanding work by the 11th week of the following semester, in accordance with University policy, the grade will be converted to a failing grade (“F” or “NP”). Please refer to the full Incomplete policy in the School of Graduate Studies section of the CWRU Bulletin.

If a student receives a grade of “F” or “NP” as the final grade in a required course, that grade will be entered on the transcript. The student will be required to repeat the course during the next semester in which the course is offered and will not be allowed to enroll in other courses for which the failed course is a prerequisite.

**DNP Project**

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

Students must successfully present their completed DNP project in an oral presentation with their committee members who are responsible for certifying that it meets acceptable scholarly standards. The presentation is open to faculty and students; the chair determines whether the defense is open to those outside of the University. The committee determines the adequacy of the oral presentation 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 oral presentation and the written product met scholarly standards.

**Completion of Program**

Post-Master’s Doctor of Nursing Practice program (PMDNP) students have five years to complete the program. In unusual circumstances, students may petition the Program Director for individual consideration of this policy.

If a student does not register for courses without an approved LOA for two years (Fall & Spring), it will be necessary for the student to apply to be reinstated in the program. The student should submit the Post-
Master's DNP application form, essays and one recent recommendation. The essays should address how the student plans to be successful in completing the program. The student should contact the advisor to determine if the advisor agrees with the plan and the advisor and Program Director will make the decision about the need to repeat coursework. Please refer to the School of Graduate Studies' full policy regarding Leave of Absence and absence for maternity/paternity leaves and military service.

- Post-Master's DNP Curriculum

The DNP curriculum listed below is intended for Post-Master's DNP students.

The France Payne Bolton School of Nursing has a unique approach to "distance" learning. Most classes are held in an Intensive Format, meeting for a specified number of days with additional meetings held online. For example, a 3-credit course will meet for 5-6 days. Three courses are taught 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. NUND 619 (proposal development) and 620 (scholarly project) are arranged with the advisor and NUND 611 is arranged with the advisor and preceptor/s.

**Required Courses**

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>NUND 450</td>
<td>Applied Statistics (Online)</td>
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<tr>
<td>NUND 504</td>
<td>Theories for Nursing Practice and Scholarship</td>
</tr>
<tr>
<td>NUND 506</td>
<td>Leadership in Organizations and Systems</td>
</tr>
<tr>
<td>NUND 508</td>
<td>Health Care Policy and Planning</td>
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<tr>
<td>NUND 510</td>
<td>Application of Health Information Technology and Systems (Online)</td>
</tr>
<tr>
<td>NUND 540</td>
<td>Practice Focused Inquiry I (NUND 450 and NUND 504 are prerequisites)</td>
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<td>NUND 541</td>
<td>Practice-Focused Inquiry II</td>
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<tr>
<td>NUND 610</td>
<td>Translating Evidence into Nursing Practice (Online)</td>
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<td>NUND 611</td>
<td>DNP Practicum</td>
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<td>NUND 619</td>
<td>DNP Project Proposal Development</td>
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<tr>
<td>NUND 620</td>
<td>Scholarly Project</td>
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**Educational Leadership Electives**

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<tr>
<td>NUND 509</td>
<td>Curriculum and Instruction</td>
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<tr>
<td>NUND 609</td>
<td>Theoretical Foundations of Educational Testing and Evaluation</td>
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**Practice Leadership Electives**

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<tr>
<td>NUND 507</td>
<td>Business Concepts in Advanced Nursing Practice</td>
</tr>
<tr>
<td>NUND 607</td>
<td>Advanced Leadership and Management in Healthcare</td>
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**Nurse Anesthesia DNP**

<table>
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<tr>
<td>NURS 430</td>
<td>Advanced Pharmacology</td>
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<tr>
<td>NURS 444A</td>
<td>Ethical Issues in Advanced Nursing Practice</td>
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<th>Credits</th>
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<tbody>
<tr>
<td>NURS 453A</td>
<td>Advanced Physiology &amp; Pathophysiology I</td>
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<tr>
<td>NURS 453B</td>
<td>Advanced Physiology &amp; Pathophysiology II</td>
</tr>
<tr>
<td>NURS 459</td>
<td>Advanced Health Assessment</td>
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<td>NURS 553</td>
<td>Cultural Diversity Topics</td>
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<td>NUAN 443</td>
<td>Professional Role</td>
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<td>NUAN 450</td>
<td>Pharmacological Strategies in Anesthesia Practice</td>
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<td>NUAN 458</td>
<td>Principles of Anesthesia I</td>
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<tr>
<td>NUAN 459</td>
<td>Principles of Anesthesia II</td>
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<td>NUAN 460</td>
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<tr>
<td>NUAN 461</td>
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<td>NUAN 462</td>
<td>Advanced Principles of Anesthesia III</td>
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<td>Nurse Anesthesia Practice Management</td>
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<td>NUAN 550A</td>
<td>Anesthesia Seminar I</td>
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<tr>
<td>NUAN 550B</td>
<td>Anesthesia Seminar II</td>
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<td>NUAN 550C</td>
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<td>NUAN 551A</td>
<td>Nurse Anesthesia Advanced Clinical Practicum I</td>
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<td>NUAN 551C</td>
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<tr>
<td>NUAN 551D</td>
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**PhD in Nursing**

https://case.edu/nursing/programs/phd/
Phone: 216-368-5979
Joachim G. Voss, PhD, RN, ACRN, FAAN Director of PhD program
jgv20@case.edu

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

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

<table>
<thead>
<tr>
<th>Themes/Roles</th>
<th>Characteristics/Expected outcomes</th>
</tr>
</thead>
</table>
| Research/Knowledge Development | • Conduct original research  
  • Critique and integrate different scientific perspectives in the conduct of original research  
  • Lead interdisciplinary research teams and participate in team science |

| Leadership | • Understand the evolving roles and responsibilities of a nurse scholar  
  • Assume leadership in the conduct of culturally and linguistically appropriate scholarship  
  • Lead in advancing the discipline through scholarly contributions and science in the global community  
  • Provide career and research mentorship to others |

| Dissemination | • Communicate research through publications and presentations for professional, interdisciplinary, and lay audiences |

| Policy | • Generate and disseminate knowledge relevant to health care policy  
  • Understand the influence of politics and policy on knowledge generation |

| 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 post-MSN PhD requires a minimum of 57 semester hours, including course work, proposal development and research and dissertation completion. For students matriculating in Summer 2019 and later, in order to accurately reflect the time and effort accrued in completing the dissertation, 36 hours of advanced dissertation research will be posted to the PhD/MA student's record upon successful completion of the dissertation defense and submission of final certification paperwork. 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. The BSN to PhD requires a minimum of 63 semester hours. An advanced standing option is available for those entering with a DNP degree; for those students, a minimum of 48 semester hours is required. Dual degree programs are also available, including MSN/PhD and DNP/PhD programs.

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

Knowledge Development/Theory Core (6 credit hours)

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<tr>
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<th>Title</th>
<th>Credit Hours</th>
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<tbody>
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<td>NURS 504</td>
<td>Nursing Knowledge Development</td>
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<tr>
<td>NURS 533</td>
<td>Introduction to Data Science in Healthcare</td>
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Research Methods Core (12 credit hours)

<table>
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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>NURS 518</td>
<td>Qualitative Nursing Research</td>
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<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>
<tr>
<td>NURS 524</td>
<td>Molecular Genetics for the Nurse Scientist</td>
<td>3</td>
</tr>
</tbody>
</table>

Statistics Core (9 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 532</td>
<td>Applied Statistics (Possibility for waiver if equivalent graduate level statistics course completed within the past 5 years with a grade of B or better)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 630</td>
<td>Advanced Statistics: Linear Models</td>
<td>3</td>
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<tr>
<td>NURS 631</td>
<td>Advanced Statistics: Multivariate Analysis</td>
<td>3</td>
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</tbody>
</table>

Support Courses (minimum 9 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 609</td>
<td>Health Care Policy and Planning (Taught in an executive/intensive format)</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 |

Preparation for Research (minimum 3 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</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 36 credit hours)
NURS 701  Dissertation Ph.D.  1-9

Dissertation Fellowship (upon recommendation to the School of Graduate Studies) for a maximum of 4 consecutive semesters after completion of NURS 701

Optional PhD Education Courses
To ensure 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. These courses are taught in an intensive format, between semesters.

Preparation for Nursing Education Coursework
- NUND 509 Curriculum and Instruction (3 credits)
- NUND 609 Theoretical Foundations of Testing and Evaluation (2 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.

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

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

- A minimum of 3 credits of proposal development is required; however, students may need more time to complete their candidacy exam and proposal development and may therefore need to take more credits of proposal development.
- Concurrent enrollment in proposal development credits and dissertation credits is not permitted.
- Full time status is defined as 9 credits per semester ONLY while students are enrolled in their coursework and prior to proposal development. However, enrollment in even a single credit of proposal development or dissertation constitutes full time study.
- Total required credit hours for the nursing PhD (post MSN) = 57 credits

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

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

- BSN to PhD Transition Course Waiver form (PDF) (http://bulletin.case.edu/schoolofnursing/phd/BSN-PhD-Transition-Course-Waiver-Form.pdf)

Advanced Standing for DNP Graduates
Students who have earned a DNP degree within the past five years may be granted advanced standing in the PhD nursing program and qualify for a waiver of up to 9 credits. Total required credit hours post-DNP = 48 credits

Dual Degree Programs

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

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

Other Student Categories

Non-Degree Students
An applicant with basic preparation in nursing may apply to register as a non-degree student for up to 9 credits. After your application is received and approved, you will receive further instructions via e-mail on how to register via the Student Information System (SIS). For those wishing to take PhD courses, the applicant must obtain written permission from the faculty teaching the course and the PhD Program Director in the FPB School of Nursing for those taking PhD courses. Contact the Graduate Studies Office (http://www.case.edu/gradstudies/) at 216-368-4390.

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

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

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

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

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 (http://students.case.edu/international/information/new/)

- For the MSN and post-graduate certificate programs, excluding the international/information/new/students/important-first-steps (http://www.case.edu/gradstudies/new-students/important-first-steps/)
- Students may also write to:
  - National Council of State Boards of Nursing
  - 111 East Wacker Dr.
  - Suite 2900
  - Chicago, IL 60601-4277
  - Telephone: 312.525.3600

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

Nursing Centers of Excellence

Unparalleled Opportunities

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

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

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

The University Center on Aging and Health (UCAH) (https://case.edu/nursing/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://case.edu/nursing/research/centers-of-excellence/smart-center/)

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

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.

Nursing students of all levels, including acute care nurse practitioner (ACNP) students, specializing in flight nursing at Case Western Reserve University train in the nation’s first state-of-the-art simulator built in a full-scale Sikorsky S76 helicopter. The helicopter simulator allows faculty to input any two flight coordinates in the world, the time of day, weather pattern, and level of turbulence for students to experience the flight as though it was actually occurring. The helicopter features the most advanced medical equipment with authentic aerial views projected within the windows and the motion platform provides 11 degrees pitch and roll that mimics changing altitudes and weather conditions throughout the flight. The learning environment allows students to experience the physical confines of an actual helicopter while practicing the delivery of patient care to high fidelity human patient manikins to create the most realistic training of caring for critically injured patients from takeoff to landing. The center also has a static full scale ambulance for students to practice effective patient hand-offs from first-responders including fire, rescue, EMT, and Paramedics. The center is located on the ground floor of the HEC directly below the Steris Perioperative Lab allowing faculty to simulate taking the patient from the helicopter or ambulance up the elevators, directly to surgery. Both the helicopter and ambulance are equipped with video and audio capabilities to capture student interactions during formative and summative evaluations and provide the means for debriefing in the center or in any of the adjacent classrooms or debriefing rooms. The DEACRN has a large screen video display board to support any interprofessional training within the center.

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

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

School of Nursing Faculty

Professors

Sara Douglas , PhD, CRNP
(Illinois State University)
Assistant Dean for Research; and The Gertrude Perkins Olivia Professorship in Oncology Nursing

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

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

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

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

Carol M. Musil, PhD, RN, FAAN, FGSA
(Case Western Reserve University)
Dean; and The Edward J. and Louise Mellen Professor of Nursing

Mary T. Quinn-Griffin, PhD, RN, CNE, FAAN, ANEF
(Case Western Reserve University)
Associate Dean for Global Affairs; and Assistant Provost of Outcome Assessment and Accreditation

Mary Terhaar, PhD, RN, ANEF, FAAN
(The Catholic University of America)
The Elizabeth Brooks Ford Professor of Nursing

Joachim G. Voss, PhD, ACRN, FAAN
(University of California San Francisco)
The Independence Foundation Professorship in Nursing Education

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

Associate Professors

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

Ester Bernhofer, PhD, RN-BC, CPE
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Christopher Burant, PhD, MACTM, FGSA
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Associate Professor

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

Ronald Hickman, PhD, RN, ACNP-BC, FAAN, FNAP  
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*Associate Dean for Research; and The Ruth M. Anderson Professor of Nursing*

Carol Kelley, PhD, RN, CNP  
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Irena L. Kenneley, PhD, RN, CNE, CIC, FAPIC  
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*Interim Associate Dean for Academic Affairs; and The Florence Cellar Associate Professor of Gerontological Nursing*

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*Associate Professor of Nursing*

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

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**Assistant Professors**

Amelia L. Bieda, PhD, APRN, PNPNP-BC, NNP-BC  
(Case Western Reserve University)  
*Assistant Professor of Nursing; Director, BSN Program*

Latina Brooks, PhD, CNP, MSN  
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Kelly K. McConnell, DNP, RN, AG-ACNP  
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*Assistant Professor of Nursing*

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*Assistant Professor of Nursing*
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Grant O'Connell, PhD
(West Virginia University of Pharmacy)
Assistant Professor

Susan Painter, DNP, PMHNP, PMHCNS, BC
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Assistant Professor of Nursing

Nicholas Schiltz, PhD
(Case Western Reserve University)
Assistant Professor

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Instructor of Nursing

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(Case Western Reserve University)
Instructor of Nursing

Julie Hopkins, DNP, RN, CNE, APHN-BC
(Cleveland State University)
Instructor of Nursing
School of Nursing Courses

NUAN Courses

NUAN 443. Professional Role. 1 Unit.
This course will explore the role of the Certified Registered Nurse Anesthetist. Emphasis will be placed on the historical development of the role, regulation of practice, professional organizations, and professional practice standards and guidelines.

NUAN 450. Pharmacological Strategies in Anesthesia Practice. 2 Units.
This course will provide a comprehensive analysis of anesthetic agents, adjunct drugs, and pharmacologic principles related to the practice of anesthesia. The interaction between anesthetic agents and other pharmacologic therapy will be identified. (Admission to program or permission of instructor required.)

NUAN 458. Principles of Anesthesia I. 4 Units.
This course will introduce the student to the practice of nurse anesthesia. Emphasis will be placed on development of foundational knowledge, skills, and techniques necessary for delivery of safe, effective anesthesia care across the lifespan. This will be the first of two courses to provide an overview of the fundamentals of anesthesia practice. This course will focus on knowledge and skills necessary to deliver safe anesthesia care. (Enrollment in nurse anesthesia program)

NUAN 459. Principles of Anesthesia II. 4 Units.
This course will introduce the student to the practice of nurse anesthesia. Emphasis will be placed on development of foundational knowledge, skills, and techniques necessary for delivery of safe, effective anesthesia care across the lifespan. This will be the second of two courses to provide an overview of the fundamentals of anesthesia practice. This course will focus on principles applicable to specific patient populations. Prereq: NUAN 458.

NUAN 460. Advanced Principles of Anesthesia 1. 4 Units.
This course will provide 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 disease states in these systems for all types of surgery will be explored, with emphasis on anesthetic management of surgical procedures related to these systems. Prereq: NUAN 459.

NUAN 461. Advanced Principles of Anesthesia 2. 3 Units.
This course will provide an in-depth exploration of the anatomy, physiology, and pathophysiology of the renal, endocrine, immunologic, musculoskeletal, hepatobiliary, and neurologic systems in the context of anesthesia care. Implications of disease states in these systems for all types of surgery will be explored, with emphasis on anesthetic management of surgical procedures related to these systems. Prereq: NUAN 460.

NUAN 462. Advanced Principles of Anesthesia III. 3 Units.
This course will provide an in-depth exploration of the anatomy, physiology, and pathophysiology of pediatric, obstetric, geriatric, and obese patients within the context of anesthesia care. Implications of physiologic changes across the lifespan will be explored, with emphasis on the anesthetic management of anesthetic and surgical procedures related to these patient populations. Prereq: NUAN 461.
NUAN 507. Nurse Anesthesia Practice Management. 1 Unit.
This course will focus on management, entrepreneurial concepts, and topics related to nurse anesthesia practice. Seminars will focus on integrating legal, fiscal, quality improvement, and other factors that affect environments of care. Prereq: Enrolled in DNP Anesthesia program or Requisites Not Met permission.

NUAN 550A. Anesthesia Seminar I. 1 Unit.
This course is the first of a three-course sequence designed to examine the current body of knowledge related to nurse anesthesia practice. Emphasis will be placed on analysis of theory and evidence, and application of research outcomes. Prereq: NUAN 462.

NUAN 550B. Anesthesia Seminar II. 1 Unit.
This course is the second of a three-course sequence designed to examine the current body of knowledge related to nurse anesthesia practice. Emphasis will be placed on analysis of theory and evidence, and application of research outcomes. Prereq: NUAN 550A.

NUAN 550C. Anesthesia Seminar III. 1 Unit.
This course is the third of a three-course sequence designed to examine the current body of knowledge related to nurse anesthesia practice. Emphasis will be placed on analysis of theory and evidence, and application of relevant research outcomes. Prereq: NUAN 550B.

NUAN 551A. Nurse Anesthesia Advanced Clinical Practicum I. 1 Unit.
This course will emphasize nurse anesthesia care for individuals with complex medical conditions, or those who require increasingly complex procedures. Students will demonstrate advanced monitoring techniques, safe use of pharmacologic agents, and the management of high-stress situations. Prereq: NUAN 462.

NUAN 551B. Nurse Anesthesia: Advanced Clinical Practicum II. 1 Unit.
This course will emphasize nurse anesthesia care for individuals with complex medical conditions, or those who require increasingly complex procedures. Students will demonstrate advanced monitoring techniques, safe use of pharmacologic agents, and the management of high-stress situations. Prereq: NUAN 551A.

NUAN 551C. Nurse Anesthesia -Advanced Clinical Practicum III. 1 Unit.
This course will emphasize nurse anesthesia care for individuals with complex medical conditions, or those who require increasingly complex procedures. Students will demonstrate advanced monitoring techniques, safe use of pharmacologic agents, and the management of high-stress situations. Prereq: NUAN 551B.

NUAN 551D. Nurse Anesthesia-Advanced Clinical Practicum IV. 1 Unit.
This course will emphasize nurse anesthesia care for individuals with complex medical conditions, or those who require increasingly complex procedures. Students will demonstrate advanced monitoring techniques, safe use of pharmacologic agents, and the management of high-stress situations. Prereq: NUAN 551C.

NUAN 552. Nurse Anesthesia: Advanced Practice II. 1 - 5 Units.
The continuation of advanced, independent clinical nurse anesthesia administration. Emphasis is on management of higher risk patients for more difficult procedures, performing total anesthetic care with minimum of anesthesiologist supervision, and readiness for transition from student to graduate status. Prereq: NUAN 551A and NUAN 551B and NUAN 551C.

NUED Courses

NUED 402. Common and Acute Health Problems of Children for Nursing Education. 3 Units.
This course introduces the common and acute health problems occurring in infancy through adolescence using a bio/psycho/social/cultural approach. Pathophysiology, assessment and teaching strategies specific to acute and common problems in children will be emphasized. Education strategies used to enhance, maintain and restore health will be discussed. Prereq: NUNP 401.

NUED 403. Management of Complex Chronic Problems in Children for Nursing Education. 3 Units.
This course focuses on the primary and rehabilitative health care concepts specific to the management of complex, multi-dimensional health problems experienced by infants, children and adolescents within the context of their family and community environments. Emphasis will be placed on the educational approaches to promote interprofessional communication. Prereq: NUED 402.

NUED 419. Family Health Nursing: Health of Adults and Older Adults. 3 Units.
This course introduces the student to the practice of primary health care of adults and older adults. The course includes principles of growth and development, health promotion, disease prevention and management of common acute and chronic health problems. Emphasis is placed on the biological, psychological, social and cultural aspects of care. Pathophysiology, assessment and diagnostic techniques specific to the acute and common problems are stressed. Nursing strategies related to health problems used to enhance, maintain, and restore health are emphasized. Health seeking behaviors and the impact of the family on the adult and older adult are stressed. Prereq: NURS 459. Coreq: NURS 430.

NUED 430. Common & Acute Health Problems of the Adult and Older Adult. 3 Units.
This course introduces the common and acute health problems occurring across the adult life span. A problem-oriented approach is used with emphasis on the biological, psychological, social, and cultural aspects of care. Pathophysiology, pharmacology, assessment, and diagnostic strategies specific to the acute and common problems of adults and older adults will be included. Nursing strategies used to enhance, maintain, and restore health will be emphasized. Prereq: NURS 459 and NUNP 410. Coreq: NUED 430.

NUED 432. Common & Acute Health Problems of the Adult and Older Adult. 3 Units.
This course introduces the common and acute health problems occurring across the adult life span. A problem-oriented approach is used with emphasis on the biological, psychological, social, and cultural aspects of care. Pathophysiology, pharmacology, assessment, and diagnostic strategies specific to the acute and common problems of adults and older adults will be included. Nursing strategies used to enhance, maintain, and restore health will be emphasized. Prereq: NURS 459 and NUNP 410. Coreq: NUED 430.

NUED 434. Advanced Management in Adult and Older Adult Primary Care. 3 Units.
This course focuses on the health care concepts specific to the management of complex multidimensional health problems experienced by adults, older adults within the context of their family and community environments. Pathophysiology, assessment, and diagnostic strategies specific to complex health problems are emphasized. The selection of management strategies used to enhance outcomes will be stressed. Prereq: NUED 449.

NUED 438. Foundations in Acute Care Nursing of Adults and Older Adults for Nursing Education. 3 Units.
The course focuses on establishing elements of acute care and critical care nursing practice assessment and diagnostic reasoning across the continuum of healthcare services. Content is designed to develop application of specialized physiologic and psychological knowledge to meet needs of adults and older adults with complex acute and/or chronic health conditions as a basis for teaching acute and critical care nursing. Advanced pathophysiology is strongly recommended. Prereq: NURS 459.
NUED 443. Acute Health Problems of Adults and Older Adults. 4 Units.
Emphasis in this second of sequenced Adult-Gerontology Acute Care Nursing education courses is on the pathophysiology, assessment, and diagnostic approaches to adults and older adults with complex acute and chronic health disorders that manifest with physiologic instability. The content focuses on further development of diagnostic reasoning, clinical judgment, caring practices, and collaboration in health care systems that deliver acute and critical care nursing.

NUED 444. Management of Acutely Ill Adults and Older Adults for Nursing Education. 2 Units.
This course focuses on concepts specific to complex, multi-dimensional health problems of acute and critically ill adults and older adults. Content focuses on management of patients with complex health problems and life-threatening conditions across the entire adult spectrum. Prereq: NUED 443.

NUED 449. Primary Care of the Older Adult. 3 Units.
This course will focus on the assessment of the older adult’s nutritional needs, functional status, mental status (cognitive and affective), social support systems, and caregiver stress. These factors are analyzed in various environments, such as acute care, ambulatory care, home care, day care, long-term care, and rehabilitation. Epidemiological and health behavior models are used to assess health risks, assist with problem identification, primary, secondary, and tertiary prevention strategies. Cultural, ethnic, and developmental issues are addressed. Concepts, assessment strategies, interventions and evaluation approaches specific for older adults are identified. Prereq: NUED 432.

NUED 454. Well Woman Health Care. 2 Units.
The focus of this course is the application of theory, practice and research for promotion of health and wellness in the assessment and management of common gynecologic and family planning issues encountered by a diverse population of women in ambulatory settings. Emphasis is on promotion of health behaviors, identification and management of deviations from normal, anticipation of problems and the importance of consultations, referrals and collaborative management. Culturally appropriate interventions are integrated throughout. Prereq: NUED 459.

NUED 455. The Childbearing Family. 2 Units.
The focus of this course is the application of theory, practice and research in promotion of health and wellness of childbearing women using a family-centered approach. Emphasis is on normal aspects of pregnancy, promotion of health behaviors, identification and management of deviations from normal, anticipation of problems and the importance of consultations, referrals and collaborative management. Prereq: NUED 454. Coreq: NURS 450.

NUED 457. Labor and Birth. 3 Units.
The focus of this course will be the application of theory and research to evaluate how evidence-based care promotes the health and well-being of childbearing women, newborns and their families during intrapartum and the immediate postpartum period. Emphasis will be placed on the health-seeking behaviors of the mother and her family using a holistic approach that respects cultural, ethnic, and racial diversity in the provision and evaluation of care. The student will learn to identify normal processes, anticipate and identify complications, and to demonstrate the importance of consultations, referrals, and collaborative management. Prereq: NUED 455.

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

NUED 559. Primary Care in Women's Health. 2 Units.
In this course, students gain knowledge needed to assess and manage primary health care problems commonly encountered by diverse populations of women in ambulatory settings. This course prepares the student to use the problem solving approach to assist individuals with common acute and chronic health problems. Culturally appropriate health promotion and disease prevention are integrated throughout. Students are introduced to the dynamics of the managed care environment. Prereq: NUED 455.

NUMN Courses

NUMN 400. Guided Study. 1 - 12 Units.
Independent guided study for students with special interests and/or curricular needs. May include didactic, lab, and/or clinical experiences. Separate guided study plan form required. Faculty consent required to register.

NUMN 401. Introduction to the Discipline and Practice of Nursing. 6.5 Units.
This course is an introduction to the discipline and practice of nursing. Factors influencing health and illness will be explored. Selected nursing strategies and interventions designed to support the maximum health potential of the adult client will be incorporated into lab sessions and practiced in acute care and other settings as arranged. Historical, societal, and legal influences on nursing and the role and functions of the professional nurse will be examined. Coreq: NUMN 402 and NUMN 410.

NUMN 402. Pharmacology for the Advanced Generalist Nurse. 3 Units.
This course is an introduction to the principles of pharmacology and pharmacotherapeutics, including characteristics of the major drug classifications with emphasis on drug action and adverse effects. Students will apply knowledge of pharmacology to implications for safe, patient-centered nursing care. Coreq: NUMN 401 and NUMN 410.

NUMN 403. Introduction to Nursing Informatics. 1 Unit.
This course will introduce students to the concepts of health informatics and the role nurses play in the management of information within the health care setting. Foundational knowledge that supports clinical practice, education, research, and administration will be studied as well as core models and theories of nursing informatics. Students will develop an awareness of the importance of nursing involvement in the design, implementation, and use of information systems and other technologies. Coreq: NUMN 401.
NUMN 405. Pathophysiology for the Advanced Generalist Nurse. 3 Units.
This course in clinical pathophysiology examines the biological basis and pathophysiologic outcomes of selected disease processes that alter human physiologic and cognitive function. Students will relate the pathogenesis of selected disease conditions and pathologic states to their risk factors, symptomatology, and prevention. Prereq or Coreq: NUMN 401.

NUMN 406. Nursing Care of Older Adults in Health and Illness. 2.5 Units.
This course will explore the concept of aging in health and illness with an emphasis on the older adult as an individual with the capacity to grow and develop. Theories of aging, geriatric syndromes, and the multiple interacting determinants influencing the health of older adults will be examined. Students will design and implement theory and evidence-based, safe, patient-centered nursing interventions tailored to the unique needs of older adults. Prereq or Coreq: NUMN 401 and NUMN 410.

NUMN 407. Acute Care Nursing of the Adult. 8.5 Units.
The focus of this course is the integration of the nursing process in clinical practice. Human responses to significant health events and alterations are analyzed. Application of relevant physiology, psychosocial dimensions, and pharmacology are included. Particular emphasis is placed on nursing strategies, interventions, and the evaluation of their effectiveness in the care of the acutely ill adult. Prereq: NUMN 401 and NUMN 410.

NUMN 409. Advanced Generalist: Health Policy, Advocacy, and Economics. 1.5 Unit.
This course is designed to address professional role development of the advanced generalist nurse. In this course, students will examine economics, health policy, and advocacy and the role of the advanced generalist nurse as political activist and policy advocate within the U.S. health care delivery systems of care. Policies that influence health care economics, safety, and quality will be investigated. Prereq: NUMN 414.

NUMN 410. Health Assessment for the Advanced Generalist Nurse. 2.5 Units.
This course uses a comprehensive, system-by-system, patient-centered approach to provide students with assessment and interviewing skills required for practice as an advanced generalist nurse. Students will apply critical thinking to make decisions regarding utilization of assessment findings including communication of the findings to the patient. Coreq: NUMN 401.

NUMN 411. Nursing Care of Populations in Communities. 3 Units.
This course will focus on instructional and clinical learning experiences with populations in the community, including vulnerable populations. Students will examine the influence of communities on the health of populations using an ecological perspective. Culturally-sensitive, asset-based strategies and analytical skills will be used to assess, describe, and implement nursing interventions to populations in the community. Coreq: NUMN 401.

NUMN 413. Issues and Ethics in Health Care. 2 Units.
This course introduces students to the principles underlying ethical issues and methods of rational decision making. Fundamental theories will be reviewed and applied through case analyses to address ethical dilemmas common to modern health care.

NUMN 414. Concepts in Nursing Management. 2.5 Units.
This course focuses on the study of basic concepts related to management in nursing and working with multidisciplinary teams in the provision and coordination of care. Concepts of nursing management including; planning, organizing, staffing, delegating, and budgeting within healthcare settings will be discussed. Coreq: NUMN 407.

NUMN 415. Parents and Neonates in Health and Illness. 4.25 Units.
This course will focus on the health needs of women and families in the preconception, antepartum, intrapartum, and postpartum period. Health topics related to the reproductive system will be explored. The influence of intervening variables on bio-psycho-social development of the childbearing family will be analyzed. In the clinical experience, students will implement and evaluate nursing strategies designed to enhance health in parents and neonates in health and illness. Prereq: NUMN 407.

NUMN 416. Children and Families in Health and Illness. 4.25 Units.
This course is the study of children from infancy through adolescence and their health status from a developmental perspective. Emphasis is on healthy children as well as those with common acute and chronic illness within the context of their family environment. Nursing strategies focus on interventions to promote, restore, and maintain health and foster growth and development. These strategies are based on understanding advanced concepts of children’s and families’ responses in health and illness. Prereq: NUMN 407. Coreq: NUMN 414.

NUMN 417. Psychiatric Mental Health Nursing. 4 Units.
This course is designed to address psychiatric nursing concepts related to mental illness and addiction. The focus is on achieving optimal health for clients with acute and chronic psychiatric disorders using interpersonal techniques and applying the nursing process. Nursing strategies that are appropriate for assessment and intervention with individuals, families, and groups to facilitate optimal mental health and recovery will be discussed and evaluated. Prereq: NUMN 407.

NUMN 418. Intro to Critical Care Nursing. 6 Units.
The focus of this course is on integrating the knowledge and skills required to safely and effectively provide quality patient care in the critical care setting. Emphasis is placed on implementation of the nursing process and standards of practice required to care for critically ill patients and their families. The didactic component includes topics on current practice and trends in critical care nursing. The clinical component provides students with opportunities to implement the roles and functions of the advanced generalist nurse. Prereq or Coreq: NURS 502.

NUMN 419. Advanced Generalist Nurse Leadership. 2.5 Units.
This course is part of the concentration in leadership for safe quality healthcare. It provides students with clinical practice opportunities to synthesize knowledge, skills, and attitudes, and implement the roles of the advanced generalist nurse as leader for evidence-based quality healthcare for populations across the continuum of care. Coreq: NURS 451, NURS 502, and NUMN 409.

NUMN 420. Clinical Immersion. 1 Unit.
This clinical immersion will build on previous MN clinical and didactic coursework and provide opportunities to integrate and apply knowledge and skills in a selected patient population. The course will enhance preparation for entry into professional nursing practice. Coreq: NUMN 418.
NUND Courses

NUND 450. Applied Statistics. 3 Units.
This course provides an advanced overview of the assumptions and applications necessary to analyze and interpret questions and research related to clinical practice. Emphasis will be on statistical interpretation of research. During the course, data management, statistical analysis, and data interpretation, as well as univariate, bivariate, and multivariate statistics such as ANOVA and ANCOVA will be examined. The data analysis process will be examined and deconstructed throughout the course. Offered as NUND 450 and NURS 532. Prereq: STAT 201 or equivalent within past 5 years.

NUND 504. Theories for Nursing Practice and Scholarship. 3 Units.
This initial course in the Doctor of Nursing Practice program will examine perspectives of the discipline, the nature of theory, theory development in nursing, and significant conceptualizations of nursing and related disciplines. Application of theory to practice, practice change and scholarship will be explored.

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: diversity, organization culture, systems, communication, innovation and change.

NUND 507. Business Concepts in Advanced Nursing Practice. 3 Units.
This course will focus on business concepts and issues related to advanced nursing practice leadership. Seminars will focus on integrating business-related ethical, legal, fiscal, 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. The course will emphasize the development of strategic management of clinical challenges within the dynamic healthcare environment. The course will emphasize the development of strategic capacity, enabling students to navigate complex clinical issues within the healthcare setting. Prereq: NUND 506.

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 512. Advanced Leadership and Management in Health Care Organizations. 2 Units.
This course will focus on the system-level executive leadership role of nurses in health care organizations. The course will examine strategic leadership and management planning, process improvement, and local, national and global influences on health system functioning. Emphasis will be placed on developing executive strategies within the dynamics of competitive health care environments. Prereq: NUND 504 and NUND 506.

NUND 540. Practice Focused Inquiry I. 3 Units.
This course will introduce the student to a variety of approaches that can be used for practice-focused inquiry, including concepts related to population health. Applications of beginning elements of the scholarly process to practice-focused inquiry will be reviewed. Elements include development of a problem statement and literature review. (Alternate pre-req to NUND 450: Applied statistics course within the past 5 years). Prereq: NUND 504 and NUND 450.

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

NUND 607. Advanced Leadership and Management in Healthcare. 2 Units.
This course will build upon and apply knowledge of leadership strategies from previous coursework. Students will address the successful management of clinical challenges within the dynamic healthcare environment. The course will emphasize the development of strategic capacity, enabling students to navigate complex clinical issues within the healthcare setting. Prereq: NUND 507.

NUND 609. Theoretical Foundations of Educational Testing and Evaluation. 2 Units.
In this course, an overview of educational measurement and evaluation is provided. Methods of evaluating teaching effectiveness, student learning, and student performance are explored. Prereq: 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.

NUND 611. DNP Practicum. 1 - 2 Units.
Under the guidance of the faculty advisor and designated mentor (s), the student will develop, implement and evaluate specific clinical practice experience(s) that prepare the student to lead in collaborative practice. Selected competencies of the DNP-prepared nurse will be advanced. Note: Admission to the DNP Program required. Prereq: NUND 504 or NUND 506.

NUND 612. Transformational Leadership in Executive Nursing Practice. 3 Units.
This course will focus on transformational leadership and entrepreneurial concepts as applied to executive nursing practice. This course will include theoretical understandings of innovation, visioning and inspirational skills to lead change and improve clinical nurse and patient/ client outcomes at the organizational system level, within the context of complex health care systems. Prereq: NUND 512.
NUND 615. Teaching Practicum. 1 - 6 Units.
In this preceptored teaching practicum, the student may engage in classroom, laboratory, and clinical teaching assignments in nursing. The student will be expected to use current educational theory and nursing knowledge in completing the practicum experience (minimum 60 hours). Prereq: NUND 609 or NURS 619.

NUND 619. DNP Project Proposal Development. 1 - 2 Units.
Under the guidance of the student's chair and committee, the student will develop a proposal for a project to address a practice-based problem. Prereq: NUND 541.

NUND 620. Scholarly Project. 1 - 3 Units.
Under the guidance of their advisor and committee, the student will complete a systematic investigation of a previously identified problem. The experience will culminate with a written report of the findings. (Completion of all DNP coursework; may be concurrent with NUND 611). Prereq: NUND 619.

NUNP Courses

NUNP 401. Development and Health Promotion in Children and Adolescents. 3 Units.
This course will examine the concepts of development and health promotion in children and adolescents. Concepts and theories from nursing and other related disciplines will be explored. Clinical application of theories and advanced nursing strategies to optimize the health of children, adolescents, and their families will be emphasized in the professional role development of students. Prereq: Enrolled in MSN program.

NUNP 402. Common and Acute Health Problems of Children. 6 Units.
This course will introduce the common and acute health problems occurring in infancy through adolescence using a biological, psychological, social, cultural, and family-centered approach. Knowledge of pathophysiology, advanced assessment, and diagnostic reasoning for acute and common problems in children and adolescents will be emphasized. Strategies used to improve health outcomes 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 will focus on the primary and rehabilitative health care management of complex, multi-dimensional health problems experienced by children and adolescents within the context of their family and community environments. Pathophysiology, advanced assessment, and diagnostic reasoning specific to complex health problems in children and adolescents will be emphasized. Emphasis will be placed on the consultation and referral processes within interprofessional teams. Prereq: NUNP 402.

NUNP 405. Foundations for the Neonatal Nurse Practitioner. 3 Units.
This course introduces the role of the Neonatal Nurse Practitioner and concepts relevant to the management of the neonate. Students analyze nursing strategies to optimize health behaviors in families with neonates. Coreq: NUNP 416.

NUNP 410. Health Promotion Across the Life Span. 2 Units.
This course introduces diagnostic reasoning skills related to health promotion, disease prevention, and maintenance of function across the lifespan. Students develop skills that foster wellness in individuals, families, and communities. Epidemiological principles, risk appraisals, and other strategies are incorporated.

NUNP 412. Health Problems of the Neonate. 4 Units.
This course will focus on the high-risk neonate. Advanced practice nursing strategies that enhance, maintain, and restore health in ill neonates and their families will be addressed. Diagnostic and therapeutic approaches specific to the neonate will be emphasized. Prereq: NUNP 405 and NUNP 416.

NUNP 413. Adv Mgmt Acutely Ill Neonate. 3 Units.
This course will focus on assessment, and diagnostic approaches in implementation of management plans for neonates with acute health problems. Pathophysiologic changes specific to neonates with acute health problems will be incorporated. Emphasis will be placed on discharge planning and long-term follow-up will be introduced. Prereq: NUNP 405 and NUNP 412.

NUNP 414. Advanced Management of Neonates with Complex Health Problems. 5 Units.
This course will focus on assessment and diagnostic approaches in implementation of management plans for neonates with acute and complex health problems. Pathophysiologic changes specific to neonates with complex health problems will be incorporated. Emphasis will be placed on consultation and referral processes within interprofessional teams. Prereq: NUNP 413.

NUNP 416. Integrated Assessment of the Neonate. 3 Units.
This course will introduce principles fundamental to the integrated assessment of the neonate. It will stress perinatal history taking including assessment of genetic risks, gestational age assessment, and physical assessment skills. The course will provide the basis for problem identification, decision making, advanced therapeutics, and case management. Coreq: NUNP 405.

NUNP 419. Family Health Nursing: Health of Adults and Older Adults. 5 Units.
This course is an introduction to the practice of primary health care of adults and older adults. Principles of health promotion, disease prevention, management of common acute and chronic health problems and the impact of the family are incorporated. Emphasis is placed on the physical, psychological, social and cultural aspects of care. Pathophysiology, assessment and diagnostic techniques specific to the common acute and chronic health problems are integrated. Strategies related to health and illness care are used to enhance, maintain, and restore health. Collaboration with other health care professionals to enhance patient outcomes is explored. Prereq: NURS 453, NURS 459 and NUNP 410. Coreq: NUNP 430.

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 432. Common & Acute Health Problems of the Adult and Older Adult. 5 Units.
This course will introduce the common and acute health problems occurring across the adult life span. A problem-oriented approach will be used with emphasis on the biological, psychological, social, and cultural aspects of care. Advanced assessment, and diagnostic reasoning strategies specific to the acute and common problems of adults and older adults will be included. Principles of pathophysiology and pharmacology will be incorporated. Advanced practice nursing strategies to enhance, maintain, and restore health will be emphasized. Prereq: NURS 453, NURS 459 and NUNP 410. Prereq or Coreq: NURS 430.

NUNP 434. Advanced Management in Adult and Older Adult Primary Care. 5 Units.
This course will focus on health care concepts specific to the management of complex multidimensional health problems experienced by adults and older adults within the context of their family and community environments. Pathophysiology, assessment, and diagnostic strategies specific to complex health problems will be emphasized. Principles of pathophysiology and pharmacology will be incorporated in the development, implementation, and evaluation of plans of care to enhance patient outcomes. Prereq: NUNP 449.

NUNP 438. Foundations for Adult-Gerontology Acute Care Nursing. 4 Units.
The course focuses on establishing elements of advanced nursing practice assessment and diagnostic reasoning across the continuum of healthcare services to meet the specialized physiologic and psychological needs of adults and older adults with complex acute and/ or chronic health conditions. Prereq or Coreq: NURS 453 and NURS 459 or students with an MSN and NP certification, permission of faculty.

NUNP 439. Family Health Nursing: Health of Children and Adolescents. 4 Units.
In this course students are introduced to the influence of family dynamics in the practice of primary health care of children and adolescents. The course includes the application of the principles of growth and development, disease prevention, health promotion, and management of common acute and chronic health problems in children and adolescents. Clinical application of strategies to optimize health seeking behaviors is emphasized. Collaboration with other health care professionals to enhance patient care is reinforced. Prereq: NUNP 429.

NUNP 443. Acute Health Problems of Adults and Older Adults. 6 Units.
In this second of sequenced Adult-Gerontology Acute Care Nursing clinical courses, the emphasis is on the pathophysiology, assessment, and diagnostic approaches to adults and older adults with complex acute and chronic health disorders that manifest with physiologic instability. The clinical practicum focuses on further development of diagnostic reasoning, clinical judgment, caring practices, and collaboration in health care systems that deliver acute and critical advanced practice nursing. Prereq or Coreq: NURS 438 and NURS 459 and NURS 453 and NUNP 430 or Requisites Not Met permission.

NUNP 444. Advanced Management of Acutely Ill Adults and Older Adults. 4 Units.
This third clinical course in the Adult-Gerontology Acute Care Nurse Practitioner sequence focuses on concepts specific to complex, multi-dimensional health problems of acute and critically ill adults and older adults. Clinical practice focuses on the management of patients with complex health problems and life-threatening conditions across the entire adult population. Prereq: NUNP 443.

NUNP 449. Advanced Practice Nursing Care of the Older Adult. 4 Units.
This course will integrate the principles of health promotion, disease prevention and rehabilitation in the care of older adults. The assessment of nutritional needs, functional status, mental status, social support systems, and caregiver stress will be addressed. These factors are analyzed in various environments of care. Cultural, ethnic, and developmental issues are addressed. The diagnosis, treatment and management of acute and chronic conditions associated with aging, but that can also occur in younger adults, are presented. Interventions appropriate to restore or maintain an optimal level of function will be included. Palliative and end-of-life care will be addressed. Prereq: NUNP 432.

NUNP 455. Management of Complex Acute Problems in Children and Adolescents I. 4 Units.
This course will apply knowledge, evidence, advanced skills, interventions, and pharmacotherapy in the management of children and adolescents with acute, chronic and critical conditions within the context of family-centered care. Assessment strategies and management principles will be addressed. (Minimum of one year nursing experience in a pediatric acute care setting. Certification in PALS is required.) Prereq or Coreq: NUNP 402.

NUNP 456. Management of Complex Acute Problems in Children and Adolescents II. 5 Units.
This course will integrate knowledge, research, advanced skills and interventions with children and adolescents with complex acute, critical and chronic health conditions. Advanced practice strategies and management principles will be addressed including knowledge and skills with technological assessment modalities and procedures associated with the care of acutely and critically ill children and adolescents within the context of family-centered care. Prereq: NUNP 455.

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

NURS Courses
NURS 115. Fundamentals of Nursing. 4 Units.
This course is designed to introduce the student to the practice, profession, and discipline of nursing. Critical historical influences on the development of the profession will be discussed. The relationship between evidence, theory, and nursing care will be explored. Contemporary nursing will be examined with a focus on patient safety, interdisciplinary care, and innovative strategies to attain optimum health. The basic components of the nursing process will be presented as a framework for beginning clinical practice.
NURS 122. Foundations of the Practice II. 3 Units.
This course builds on the concepts essential to the foundations of nursing practice presented in previous nursing courses. It is designed to focus on strategies, skills, and techniques to obtain a comprehensive individual health history, family health history, and physical examination. Therapeutic interventions based on assessment and scientific knowledge will be performed. Prereq: BIOL 114, BIOL 116, and NURS 115, all with grades of C or better

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

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

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

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

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

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

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

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

NURS 260. Evidence Based Public Policy in the Community. 1 Unit.
This course expands on foundational public health nursing concepts to develop student knowledge, skills, and attitudes in providing culturally competent health care to diverse populations using the service learning model. Utilizing a balance between knowledge centered and skill centered approaches students will apply concepts of team work and collaboration to experiential learning outcomes. Prereq: NURS 160.

NURS 277. BCLS and First Aid for Health Care Providers. 0 Unit.
Designed for healthcare professional students, this course follows the American Heart Association Basic Life Support (BLS) for Healthcare Providers Course objectives. It provides a variety of healthcare professional students the ability to recognize several life-threatening emergencies, provide CPR, use an AED, and relieve choking in a safe, timely and effective manner. Basic first aid skills are also included in this course.

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

NURS 315. Parents and Neonates in Health and Illness. 4.5 Units.
This course focuses on the study of child bearing families and their health-seeking behaviors from a developmental perspective. Content includes nursing knowledge and skills related to assessment of health status of parents and neonates. Nursing strategies focusing on interventions to promote, restore, and maintain health are discussed. Prereq: NURS 212, NURS 240, NURS 317, NURS 342, and SOCI 203.
NURS 316. Infants, Children, and Adolescents in Health and Illness. 4.5 Units.
The study of infants, children, and adolescents, and the health-seeking behaviors from a developmental perspective. Emphasis is on healthy infants, children, and adolescents as well as infants, children, and adolescents with common, acute, and chronic illness within the context of their family environment. Nursing strategies focus on interventions to promote, restore, and maintain health and foster growth and development. Prereq: NURS 212, NURS 240, NURS 317, NURS 342, and SOCI 203. Coreq: NURS 315.

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

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

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

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

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

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

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

NURS 352. Acute Care 3. 8 Units.
This course focuses on the knowledge and skills necessary to provide nursing care for patients with complex problems. Emphasis is on nursing strategies designed to provide comprehensive care to patients and their families affected by acute illness. Clinical practice is directed toward the care of acutely ill adults. Prereq: NURS 338 and NURS 339.

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

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

NURS 360. Process Change in the Community. 1 Unit.
This public health nursing course is designed to develop student knowledge, skills, and attitudes in providing culturally competent health care to diverse populations, using the service learning model, by analyzing key community components that influence health and wellness. Students will explore nursing’s role as a community health advocate in the promotion of health and the elimination of health disparities. Utilizing a balance between knowledge-centered and skill-centered approaches to delivering culturally competent care, students will engage in both traditional classroom and transcultural experiential learning encounters. Prereq: NURS 210 and NURS 260.
NURS 370. Information Technologies in Health. 1 Unit.
The focus of this course is the application of advanced information technologies in the health care of communities and populations. Building on a base of pre-requisite informatics course knowledge and student clinical experiences, the course will explore contemporary issues in informatics and the ways in which a nurse can manage the information to support the delivery of care to clients, communities, and populations.

NURS 371. Population Health Nursing. 3 Units.
In this course, students will develop knowledge and competencies in applying key concepts of population-based health, including public health nursing, social determinants of health, and epidemiology to care for individuals, families, communities, and populations. Through classroom experiences, students will discover strategies to assess, plan, implement, and evaluate population-focused programs. Prereq: NURS 310 and NURS 360.

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

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

NURS 380. Transition to Practice. 8 Units.
This course will prepare students to transition to professional nursing practice by integrating principles of communication, collaboration, and clinical reasoning necessary to provide safe, quality nursing care for patients and their families with complex issues of health and illness. Emphasis will be placed on clinical practice and nursing strategies designed to provide comprehensive, patient-centered care for select populations. Prereq: NURS 315, NURS 316, NURS 338, NURS 339.

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 395. Global Health and Culture in Diverse Populations. 3 Units.
This elective course will use didactic and experiential learning, including travel abroad, to expose students to health care and population health in other countries. The focus of the course will be on issues and trends in global health from a trans-disciplinary perspective. International historical, social, economic, environmental, and cultural issues affecting health and health care will be examined. (Junior or graduate status required). Offered as NURS 395 and NURS 495.

NURS 399. Independent Study. 1 - 12 Units.
Independent guided study for undergraduate students with special interests and/or curricular needs. The course may include didactic, lab and/or clinical experiences. Faculty consent required to register.

NURS 400. Guided Study in Nursing. 1 - 12 Units.
Independent guided study for students with special interests and/or curricular needs. May include didactic, lab, and/or clinical. Separate guided study plan form required. Faculty consent required to register.

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

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

NURS 406. Flight Nursing Seminar I. 1 Unit.
This course introduces the knowledge and skill set for advanced nursing practice in critical care transport. The unique features of delivering care in the critical care transport environment are emphasized.

NURS 407. Critical Care Transport and Advanced Nursing Practice 2. 1 Unit.
This course further develops the knowledge and skill set of advanced nursing practice to deliver care to individuals and groups of patients with critical illness. Emphasis is placed on diagnostic reasoning and patient management in unstructured environments. Prereq: NURS 406.

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

NURS 415. Introduction to Childbirth. 1 Unit.
This course will provide an overview of the process of physiologic labor and birth and methods to facilitate normal processes and minimize interventions. Anatomical and physiologic factors of labor and birth will be explored in detail. The psychological, social, and cultural influences on labor will be examined. Preparation for childbirth by the woman and her family will be explored. The influences of family and health care providers during the labor and birth process will be analyzed.

NURS 416. Integrated Assessment of the Neonate for Midwives. 1 Unit.
This course will introduce concepts fundamental to the integrated assessment of the neonate. Gestational age assessment and physical assessment skills will be developed. The course will provide the basis for problem identification, decision making, and case management. Coreq: NURS 457.

NURS 420. History of Advanced Practice Nursing. 1 Unit.
This course will provide an overview of the history of advanced practice nursing in the United States. The social, political, and economic factors driving the establishment of advanced practice nursing will be explored. Students will have an opportunity to thoroughly explore the history and evolution of a particular advanced practice nursing role.
NURS 425. Inquiry II - Research Process. 3 Units.
This course emphasizes scholarly inquiry, scientific integrity and scientific investigation. It includes study of the research process, particularly design, sampling, data collection and analysis, and interpretation and reporting of findings. Prereq: NURS 405.

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

NURS 431. Psychosocial and Spiritual Dimensions of Advanced Nursing Practice. 2 Units.
This course will focus on psychosocial and spiritual dimensions of care. Focused interviewing, counseling, and coaching skills will be examined. Skills in assessing spirituality depression, psychological distress, suicide risk, and substance use issues will be addressed.

NURS 444A. Ethical Issues in Advanced Nursing Practice. 1 Unit.
The focus of this course is ethical decision-making for advanced nursing practice. The interaction between the health care delivery system and ethical decision making is explored. The role of the nurse in identifying and addressing ethical dilemmas and applying communication strategies in assisting patients and families and the interdisciplinary team is emphasized.

NURS 444B. Health Care Delivery and Finance in Advanced Practice. 1 Unit.
The focus of this course is the study of the financial and business factors related to health care delivery and advanced practice nursing. Students will discuss strategies related to business practices, coding, billing, and reimbursement.

NURS 444C. Health Policy Legislation and Legal Issues in Advanced Practice. 1 Unit.
The focus of this course is the critical analysis of health policy and legal issues. Strategies for influencing health policy will be explored.

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

NURS 453A. Advanced Physiology & Pathophysiology I. 2 Units.
This course will focus on physiologic function and pathophysiologic alterations produced by injury or disease among individuals across the lifespan. Physiologic and pathophysiologic concepts that contribute to an individual’s capacity for health and susceptibility to illness will be examined. This will be the first of a two-course series focusing on advanced physiology and pathophysiology. This course will include an examination of cellular and tissue physiology, genetics, immunology, cancer biology, and neurologic systems. (Enrollment in MSN, DNP or PhD in Nursing Program)

NURS 453B. Advanced Physiology & Pathophysiology II. 3 Units.
This course will focus on the physiologic function and pathophysiologic alterations produced by injury or disease among individuals across the lifespan. Physiologic and pathophysiologic concepts that contribute to an individual’s capacity for health and susceptibility to illness will be examined. This will be the second of a two-course series focusing on physiology and pathophysiology. This course will include an examination of cardiovascular, pulmonary, hematologic, endocrine, renal, gastrointestinal, musculoskeletal, and reproductive systems. (Enrollment in MSN, DNP or PhD in Nursing Program)

NURS 454. Well Woman Health Care. 3 Units.
In this course, students will learn to assess and manage common gynecologic and family planning issues encountered by a diverse population of women in ambulatory settings. Culturally appropriate interventions will be integrated throughout. Supervised clinical experiences will focus on achieving the foundation for beginning practice. This will include anticipating and identifying complications and participating in consultations, referrals and collaborative management. The application and synthesis of these principles, theories and concepts will be emphasized in clinical practicum. Prereq or Coreq: NURS 453 and NURS 459.

NURS 455. The Childbearing Family. 4 Units.
The focus of this course will be the application of theory, practice and research by advanced practice nurses in the promotion of health and wellness of childbearing women using a family-centered approach. Emphasis will be on normal aspects of pregnancy, focusing on prevention of problems and promotion of health behaviors, as well as identification and management of deviations from normal. Supervised clinical experiences will include understanding normal pregnancy, anticipating and identifying complications, participating in consultations, referrals and collaborative management. Prereq: NURS 454. Coreq: NURS 430.

NURS 457. Labor and Birth. 5 Units.
The art, theory, and the science for nurse-midwifery practice is expanded through research, critical analysis of disseminated research, quality assurance, and other scholarly activities. The focus of this course will be the application of theory, practice and research by advanced practice nurses in the promotion of health and wellness of childbearing women using a family-centered approach. Emphasis will be on normal aspects of pregnancy, focusing on prevention of problems and promotion of health behaviors, as well as identification and management of deviations from normal. Supervised clinical experiences will focus on achieving the foundation for competent practice as a beginning practitioner. This will include anticipating and identifying complications and participating in consultations, referrals, and collaborative management. Prereq: NURS 559.

NURS 459. Advanced Health Assessment. 3 Units.
This course focuses on advanced assessment of individuals across the lifespan. This course incorporates communication skills, interpretation of data, and diagnostic reasoning. Prereq: Enrolled in Master of Science in Nursing Program.
NURS 464. Global Clinical Learning. 1 Unit.
This course will allow the MSN student to engage in clinical work in low and middle income medically under resourced communities providing direct patient care under clinical supervision of MSN faculty. Students will prepare for the experience by gaining knowledge of the history and culture of the region, common diseases prevalent in the area and orientation to the site operations. The student will focus on the 1) steps to diagnose, treat and implement a plan of care for area specific diseases; 2) culturally and resource appropriate treatments; 3) dental hygiene and nutrition as they impact the health of the local population. Students will prepare culturally appropriate presentations for local nurses and contribute to the preparation of non-medical members of the team for patient safety using current evidence based practices. Offered as NUNP 464 and NURS 464. Prereq: Enrollment in MSN, DN or PhD in Nursing Program.

NURS 465. Psychopharmacology. 2 Units.
Course content will focus on drug categories commonly used to treat psychiatric disorders and clinical implications for the patient and family. Substance use disorder/Alcohol use disorder and application of detoxification protocols will be described. Pain management and current APRN practice in prescribing will be discussed.

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

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

NURS 473. Advanced Psychopathology Across the Lifespan: Part I (Infant through Young Adult). 2 Units.
The course will focus 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, violence and substance use in this age group will be discussed.

NURS 474. Advanced Psychopathology Across the Lifespan Part II (Adult and Older Adult). 2 Units.
The course will focus 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, violence and substance use will be discussed. Prereq: NURS 473.

NURS 475. General Systems Theory: Foundations for Practice. 2 Units.
This foundational seminar will introduce 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 will be on the organizational structure and processes controlled through cybernetics that allow system adaptation and transformation. Students will apply General Systems Theory to address the mental health care needs of stigmatized, at risk and vulnerable populations informed by their disciplinary perspectives. Graduate standing in nursing or permission of Instructor.

NURS 476. Advanced Practice Seminar: Role of Psychiatric-Mental Health APRN. 1 Unit.
Students will explore the role of the Psychiatric Mental Health (PMH) Nurse Practitioner and Psychiatric Mental Health Clinical Nurse Specialist within the context of family and community. The course will focus on boundaries, professional development and the scope of practice within these roles. Students will examine ethical, legal, cultural and professional standards as they relate to micro and macro systems. (Admission to Family Systems Psychiatric Mental Health Nursing Program required.)

NURS 481. Family Systems Theoretical Foundations. 2 Units.
This course will focus on the major contemporary theoretical approaches and therapies for conceptualizing and working with families across the lifespan. Attention will be given to families challenged by situations such as stress, trauma, violence, psychiatric disorders, and substance use. Prereq: NURS 453 and NURS 473 and NURS 475 and NURS 476.

NURS 482. Family Systems Integration and Application. 1 Unit.
This practicum experience in the application of family theory will address the professional encounter between the advanced practice registered nurse (APRN) and the family system with attention to health promotion and psychiatric disorder management. Special consideration will be given to policy, legal, cultural, and ethical issues regarding family care and practice. Group supervision of the practicum experience is an expectation. (NOTE: Admission to the Family Systems Psychiatric Mental Health NP major is required.) Prereq: NURS 453 and NURS 473 and NURS 475 and NURS 476. Coreq: NURS 430 and NURS 474 and NURS 481.

NURS 484. Individual and Group Modalities for Family Systems Practice Across the Lifespan. 3 Units.
This seminar will address therapeutic modalities as 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 430 and NURS 481 and NURS 482.

NURS 485. Practicum and Supervision: Family Systems Practice Across the Lifespan. 2 Units.
This practicum experience will involve the professional encounter between the individual, group members, and psychiatric nurse practitioner students within the context of family systems theory. Nursing strategies and concepts from psychiatry, behavioral and social sciences related to the promotion of mental health and biopsychosocial treatment in individual and group members across the life span will be explored. 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 430 and NURS 481 and NURS 482. Coreq: NURS 484.
NURS 486. Modalities for Family Systems Practice: Vulnerable Family Populations. 3 Units.
Students will explore the special needs of families who are currently at risk for or manifesting mental health and substance use disorders within the context of family and community in urban and rural settings. Vulnerable families including those who have been exposed to acute and chronic stress disasters, military-related and other forms of trauma will be studied. 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 Practicum and Supervision in Consult, Collaborate, and Mental Health Education. 3 Units.
This course will focus on the professional encounter among the psych mental health advanced practice registered nurse (APRN) and patient, families and communities within the context of an environment of care. The nurse consultant applies general systems and family systems theory to enhance the capacity of patients and families to learn, adapt and develop through mutual interaction and cybernetic processes. The roles of the psychiatric mental health APRN, educator, researcher, administrator and therapist 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. Coreq: NURS 489.

NURS 489. Practicum and Supervision in the Role of Family Systems Psychiatric Mental Health Advanced Practice. 3 Units.
This practicum course will emphasize the professional encounter between the psychiatric mental health (PMH) advanced practice registered nurse (APRN), families, organizations, communities and agency personnel providing mental health services. Systems variables that influence the learning, adaptation and development of families, organizations and systems will be emphasized. Billing and coding for the PMH APRN will be integrated into the course. The PMH APRN student 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 489.

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 495. Global Health and Culture in Diverse Populations. 3 Units.
This elective course will use didactic and experiential learning, including travel abroad, to expose students to health care and population health in other countries. The focus of the course will be on issues and trends in global health from a trans-disciplinary perspective. International, historical, social, economic, environmental, and cultural issues affecting health and health care will be examined. (Junior or graduate status required). Offered as NURS 395 and NURS 495.

NURS 502. Inquiry III Evidence-Based Practice. 2 Units.
This course will focus on linking research evidence to practice. Processes for appraisal and implementation of evidence-based practice will be included. Prereq: NURS 425 or Requisites Not Met permission.

NURS 503. Inquiry Practicum. 1 - 2 Units.
This course focuses on the development of competencies in scientific inquiry. Such competencies are achieved through participation in a research study or evidence-based project related to nursing science with dissemination of the experience. Prereq or Coreq: NURS 502.

NURS 504. Nursing Knowledge Development. 3 Units.
This course involves two critical issues for knowledge development for the discipline of nursing. First, epistemology is 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 epistemological focus is aimed at enabling 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 examined. Second, the nature of theory and strategies for theory development in nursing will be evaluated. The appraisal and discussion of theory will enable students to apply a variety of strategies and select an approach for beginning theory development that addresses phenomena in their area of interest.

NURS 506. Nursing Epistemology. 3 Units.
This course involves the study of knowledge shared among members of the discipline, the patterns of knowing and knowledge development, and criteria for evaluating knowledge claims and philosophy of science. The course is a search and discussion experience aimed at enabling graduate students to become knowledgeable about approaches to the study of disciplines and scientific knowledge development. Forces affecting the development of knowledge, the origins of key terms and concepts, and identification of major themes in nursing will be explored.

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

NURS 508. Context of Care. 3 Units.
This course is designed to allow students to explore the social, political, economic, and health care issues that form the context for their clinical phenomena of interest. The intent of this course is for the student to become knowledgeable about the broader forces that affect their clinical problem. Topics might include current research in their field, as well as health policy related to their phenomena, political entities that affect funding, and the regulation of practice in their area of interest. The student will need a content expert to help them plan and coordinate their practicum experiences, which should be multiple and varied, and include exposure to both local and state level entities. Prereq: NURS 507 or equivalent.
NURS 510. Health Disparities. 3 Units.
This course aims to provide theoretical and application tools for students from many disciplinary backgrounds to conduct research and develop interventions to reduce health disparities. The course will be situated contextually within the historical record of the United States, reviewing social, political, economic, cultural, legal, and ethical theories related to disparities in general, with a central focus on health disparities. Several frameworks regarding health disparities will be used for investigating and discussing the empirical evidence on disparities among other subgroups (e.g., the poor, women, uninsured, disabled, and non-English speaking populations) will also be included and discussed. Students will be expected to develop a research proposal (observational, clinical, and/or intervention) rooted in their disciplinary background that will incorporate materials from the various perspectives presented throughout the course, with the objective of developing and reinforcing a more comprehensive approach to current practices within their fields. Offered as CRSP 510, PQHS 510, MPH 510, NURS 510, and SASS 510.

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

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

NURS 523. Advanced Practice Nursing in Critical Care Transport Practicum. 1 - 5 Units.
This practicum is designed to promote safe, effective care in critical care transport (CCT) by advanced practice (APN) nurses and APN nursing students. Experiential learning is individualized with a focus on the assessment and management of patients with life-threatening or time sensitive conditions. Precepted experiences address the knowledge, skills and attitudes for optimal CCT across the lifespan. Students will be required to have eligibility or certification in AGACNP or equivalent.

NURS 524. Molecular Genetics for the Nurse Scientist. 3 Units.
This course provides an in-depth forum for discussion of fundamental principles regarding molecular genetics and its relevance to medical genetics, genomics and nursing. The course will cover principles of molecular genetics including an overall discussion of the complexity of the human genome, the structure, function and regulations of genes (DNA, RNA, proteins), genetic variation, inheritance patterns and a brief overview of molecular laboratory techniques used in clinically based research. In addition the course will discuss genetic-based research approaches, and ethical challenges that accompany human genetics research. Admission to PhD nursing program required.

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

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

NURS 532. Applied Statistics. 3 Units.
This course provides an advanced overview of the assumptions and applications necessary to analyze and interpret questions and research related to clinical practice. Emphasis will be on statistical interpretation of research. During the course, data management, statistical analysis, and data interpretation, as well as univariate, bivariate, and multivariate statistics such as ANOVA and ANCOVA will be examined. The data analysis process will be examined and deconstructed throughout the course. Offered as NUND 450 and NURS 532. Prereq: Admission to PhD nursing program or requisites not met permission.

NURS 533. Introduction to Data Science in Healthcare. 3 Units.
This course introduces students to key concepts in data science with a focus on applications in healthcare delivery and clinical research. The course will discuss common sources of structured and unstructured clinical healthcare data, and the theory and application of different methodologies including machine learning and artificial intelligence. Students will be introduced to the tools and processes used to clean data, perform analysis, and visualize data through experiential learning. The integration of data science research into clinical practice at the population level (e.g. disease surveillance), system level (e.g. learning health systems) and patient-level (e.g. precision health) will also be discussed. Prereq: NURS 530 and NURS 532.

NURS 553. Cultural Diversity Topics. 1 Unit.
This course will explore topics around cultural diversity in advanced nursing practice. Concepts related to cultural sensitivity in delivery of healthcare will be integrated.

NURS 557. Advanced Midwifery. 6 Units.
In consultation with faculty, students select a nurse-midwifery service where they will assume the responsibilities of beginning practitioner for a minimum of 10 weeks of intensive supervised clinical practice. Students will synthesize the nurse-midwifery management process while providing continuity of care and integrating all core competency areas. Students will explore the professional aspects of nurse-midwifery practice. Historical development of the profession will be emphasized as a framework for understanding current issues related to nurse-midwifery education and practice in the United States. Prereq: NURS 457.
NURS 559. Primary Care in Women's Health. 4 Units.
In this course, students will gain knowledge needed to assess and manage primary health care problems commonly encountered by diverse populations of women in ambulatory settings. This course will prepare the student to use the problem-solving approach to assist individuals with common acute and chronic health problems. Culturally appropriate health promotion and disease prevention will be integrated throughout. The synthesis and application of these principles, theories and concepts will be emphasized in clinical practicum. Prereq: NURS 454 and NURS 455.

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

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

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

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

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

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