

MARCELLA NIEHOFF SCHOOL OF NURSING

Mission, Vision & Core Values

Our Jesuit values guide us to shape the future of health and health care

Our mission at the Marcella Niehoff School of Nursing is to advance the science of nursing and provide a transformative education in the Jesuit Catholic tradition that prepares compassionate, innovative, diverse nurse leaders who provide care for the whole person and partner locally and globally to promote social justice and health for all.

Our vision at the Marcella Niehoff School of Nursing is to be a preeminent leader in transforming the health of persons, families, communities and populations, while promoting social justice, health equity and quality care for all.

In keeping with the University's Ignatian heritage, the School of Nursing is committed to the five hallmark characteristics of a Jesuit education. These characteristics provide the foundation for our core values, helping guide and motivate our administrators, faculty, students, and graduates to think differently about their approach to health care.

Core Values

Commitment to Excellence

Apply well-learned lessons and skills to achieve new ideas, better solutions, and vital answers.

- Promote dialogue, critical thinking, and the discernment of meaning in the process of enhancing health of persons and communities, both locally and globally.
- Foster an academic environment that supports and guides students in their transformation toward becoming health care leaders.

Faith in God and the Religious Tradition

Promote well-formed and strongly held beliefs in one's faith tradition to deepen others' relationship with God.

- Acknowledge that humans are physical, psychosocial, and spiritual beings
- Recognize that spirituality affects health.
- Respect that spirituality is lived out differently through diverse faiths, beliefs, and religious traditions.
- Create a safe place to search for meaning in the process of discovery and transformation, as well as social change.
- Respect our potential for achievement while accepting our human limitations in the pursuit of good.

Service that Promotes Justice

Use learning and leadership in openhanded and generous ways to ensure freedom of inquiry, the pursuit of truth, and care for others.

- Commit to social justice by engaging individuals, families, and communities, both locally and globally, to improve and promote health.
- Recognize that health disparities exist; those with the greatest need and with the least access hold a higher priority for action.

- Engage in research and application of evidence-based practice or best practices that limit health disparities.

Values-Based Leadership

Ensure a consistent focus on personal integrity, ethical behavior in business and in all professions, and the appropriate balance between justice and fairness.

- Foster synergistic collaborations within and between professions, disciplines, programs, and partners.
- Respect the dignity and fundamental rights of all.
- Embrace the tension that exists between competing priorities (e.g., mission-driven, financially-driven, Ethical & Religious Directives for Catholic Health Care Services) when making choices.
- Accept responsibility to make choices and act through discernment, being wise stewards of resources.
- Actively seek diversity in people, programs, professions, and practice to strengthen the communities of which we are a part.
- Promote a culture of purposeful transparency.

Global Awareness

Demonstrate an understanding that the world's people and societies are interrelated and interdependent.

- Understand that individuals are intimately connected to, live within, and operate within community.
- Recognize that communities have cultural capital with unique strengths.
- Foster relationships and engaging in partnerships in order to promote health.
- Embrace culture as a means to serve and to lead change toward better health.
- Apply the lessons we learn locally to global milieus and applying lessons learned globally to local initiatives.

Accreditation

The master's degree program in nursing and the Doctor of Nursing Practice program and the post-graduate APRN certificate program at Loyola University Chicago is accredited by the

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

Marcella Niehoff School of Nursing Graduate Programs

- Nursing and Healthcare Administration (MSN) (<https://catalog.luc.edu/graduate-professional/nursing/nursing-healthcare-administration-msn/>)
- Adult-Gerontology Acute Care Clinical Nurse Specialist (DNP) (<https://catalog.luc.edu/graduate-professional/nursing/adult-gerontology-acute-care-cns-dnp/>)
- Adult-Gerontology Acute Care Nurse Practitioner (DNP) (<https://catalog.luc.edu/graduate-professional/nursing/adult-gerontology-acute-care-np-dnp/>)

- Adult Gerontology Clinical Nurse Specialist (DNP) (<https://catalog.luc.edu/graduate-professional/nursing/adult-gerontology-cns-dnp/>)
- Adult Gerontology Clinical Nurse Specialist with Oncology Specialty (DNP) (<https://catalog.luc.edu/graduate-professional/nursing/adult-gerontology-cns-oncology-specialty-dnp/>)
- Adult-Gerontology Primary Care Nurse Practitioner (DNP) (<https://catalog.luc.edu/graduate-professional/nursing/adult-gerontology-primary-care-np-dnp/>)
- Adult-Gerontology Primary Care Nurse Practitioner with Oncology Specialty (DNP) (<https://catalog.luc.edu/graduate-professional/nursing/adult-gerontology-primary-care-np-oncology-specialty-np/>)
- Family Nurse Practitioner (DNP) (<https://catalog.luc.edu/graduate-professional/nursing/family-np/>)
- Family Nurse Practitioner with Emergency Specialty (DNP) (<https://catalog.luc.edu/graduate-professional/nursing/family-np-emergency-specialty-dnp/>)
- Psychiatric Mental Health Nurse Practitioner (DNP) (<https://catalog.luc.edu/graduate-professional/nursing/psychiatric-mental-health-np-dnp/>)
- Psychiatric Mental Health Nurse Practitioner with Substance Use and Addictions Specialty (DNP) (<https://catalog.luc.edu/graduate-professional/nursing/psychiatric-mental-health-np-substance-use-addictions-specialty-dnp/>)
- Systems Leadership (DNP) (<https://catalog.luc.edu/graduate-professional/nursing/systems-leadership-dnp/>)
- Women's Health/Gender Related Nurse Practitioner (DNP) (<https://catalog.luc.edu/graduate-professional/nursing/womens-health-np-dnp/>)
- Post-Graduate Advanced Practice Registered Nurse (APRN) Certificate (<https://catalog.luc.edu/graduate-professional/nursing/advanced-practice-registered-nurse-aprn-certificate/>)
- Oncology Nursing Certificate (<https://catalog.luc.edu/graduate-professional/nursing/oncology-nursing-certificate/>)

Graduate School Programs

- Nursing (PhD) (<https://catalog.luc.edu/graduate-professional/graduate-school/nursing/nursing-phd/>)

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (<https://catalog.luc.edu/academic-standards-regulations/graduate-professional/>) under their school. Any additional University Policies supersede school policies.

CM/MH/AD Nursing (CMAN)

CMAN 403 Health Care Delivery and Organization (3 Credit Hours)

This course provides a foundation for understanding the contribution of formal US healthcare services to the nation's health. Content includes how the healthcare system is structured, how care is organized, delivered, financed and regulated. Major challenges that impact healthcare cost, quality and access are examined with underpinnings of social justice and impact on communities served. Emphasis is placed on quality, patient safety and information technology as center pieces of the modern health care environment.

Outcomes:

Upon successful completion of the course, the student will be able to:

- 1) Distinguish the roles, functions and responsibilities of healthcare system components (ie, delivery, financing and regulation);
- 2) Analyze the interaction of social, political and economic forces shaping healthcare delivery and their impact on cost, quality and access;
- 3) Compare the organization of multiple healthcare delivery structures to the effectiveness of meeting population health needs;
- 4) Analyze factors influencing trends in healthcare quality and patient safety

CMAN 407 Population Health Informatics (3 Credit Hours)

This course focuses on informatics in health care, with an emphasis on information systems and the use of information technology (IT) applications to support population health. Basic epidemiologic concepts of health are addressed. The key concepts of feasibility, usability and adaptability are addressed. This course includes evaluation of IT applications for healthcare administration, clinical practice, research, and education.

Outcomes:

- 1) Apply principles of health care informatics for population health;
- 2) Apply basic concepts of epidemiology for population health;
- 3) Analyze the role of population health informatics in understanding data, information, & knowledge;
- 4) Apply population health informatics in surveillance, interoperability and big data contexts;
- 5) Evaluate quality in electronic health records, mobile applications, and personal health records;
- 6) Identify the economic value and potential for sustainability in population health technologies

CMAN 410 Epidemiology (1 Credit Hour)

The course covers the basic principles of epidemiology including descriptive epidemiology, causation, basic epidemiologic designs and interpretation.

CMAN 417 Nursing and Health Care Administration Practicum (1-6 Credit Hours)

The practicum course guides the student in a synthesis of content from nursing and related sciences and the application of this knowledge to the role of the nurse in leadership and management experiences. Emphasis will be placed on the student's clinical engagement in management initiatives requiring critical assessment, planning, intervention, and evaluation activities using theoretical models and management tools. Students in the practicum experience are expected to progress throughout the clinical practicum from requiring assistance to becoming primarily independent.

Outcomes:

- 1) Apply knowledge of selected concepts, models, and theories from nursing and management sciences to achieve high quality nursing care and effective healthcare team coordination in a variety of settings;
- 2) Apply knowledge of healthcare policy, finance and regulatory environments to identify clinical questions, implement safety initiatives, and monitor patient outcomes;
- 3) Incorporate effective communication techniques to deliver evidence-based, patient-centered care;
- 4) Analyze and evaluate healthcare organization structure, mission, and philosophy as they relate to the standards of care, staffing and performance, development and marketing of programs and projects;
- 5) Evaluate the use of information technology to improve patient care outcomes and create a safe care environment;
- 6) Apply legal, ethical principles to the nursing role of leadership and management

CMAN 425 Advanced Quality and Safety in Health Care (3 Credit Hours)

This course focuses on managing the continuum between safety and quality and the strategic importance of these concepts to healthcare organizations and clients. Trends in patient safety and healthcare quality, practices in different healthcare environments, and practices related to improving safety and quality will be examined. The course is designed to provide students with knowledge and skills in systems thinking and in preventing, learning from and resolving error and addressing adverse events. Interprofessional teamwork, the use of information technology and data are emphasized in promoting safer healthcare and improved outcomes.

Outcomes:

Upon successful completion of this course, the student will be able to:

- 1) Explain the forces driving the focus on safety and quality in health care;
- 2) Evaluate strategies for improving safety and quality in health care;
- 3) Explain the influence of systems (environmental, organizational, provider, technological and task) on healthcare outcomes;
- 4) Analyze the role of various systems and factors in creating safe environments of care;
- 5) Explain the impact of just culture thinking on safety and quality improvement in health care;
- 6) Develop a plan for improvement of a safety and/or quality issue

CMAN 430 Leadership and Administration in Health Care (3 Credit Hours)

This course focuses on the integration of core knowledge in leadership, administration, human resources and communication in health care organizations. Special emphasis is placed on leadership styles, the roles of the leader, human resources management and communication. The course is designed to provide the student with knowledge to practice the leadership skills necessary to positively impact healthcare systems. Selected Topics May Include: Leadership theory and style and professional practice a) leader competencies b) Influencing behaviors c) Relationship management d) Culture e) Nimble flexibility f) Professional accountability g) Motivation for high performance h) Strategic leadership and tactical leadership (Administration vs management) Human resource management a) Communication b) Difficult conversations c) Conflict resolution d) Coaching e) Performance evaluation f) Onboarding Power politics a) Development and management of partnerships/relationships/networks b) Strategic negotiation c) Power.

Outcomes:

Upon successful completion of this course, the student will be able to: 1) Relate essential nurse leadership competencies for effective management in healthcare organizations; 2) Evaluate the impact of leadership styles on organizational culture and effectiveness; 3) Generate strategies to optimize human resource performance in healthcare settings; 4) Identify strategies to address interpersonal and intraorganizational conflict

CMAN 436 Advanced Practice Concepts in Community Health (2 Credit Hours)

This course provides a framework for advanced practice in a variety of specialty areas through analysis of essential concepts and methodologies.

CMAN 445 Health Care Outcomes (3 Credit Hours)

This course focuses on the theory and methods to measure and evaluate healthcare outcomes. Concepts of population health will guide the comparison and analysis of health outcomes and measures. Current political, legal, regulatory, and ethical issues will be explored as these relate to health outcomes. Interprofessional teamwork, the use of information technology and data are emphasized in promoting safer healthcare and improved outcomes.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Analyze the political, legal, regulatory, and ethical influences in the development and current status of outcomes management; 2) Apply methods and processes for improving outcomes; 3) Utilize data-driven decision making for health outcomes; 4) Develop leadership and interprofessional competence in analyzing healthcare outcomes; 5) Generate data-driven change strategies to improve health outcomes

CMAN 448 Program Planning and Marketing in Health Care (3 Credit Hours)

This course presents an integrated approach to strategic planning, program planning, and marketing in nursing and health care organizations. Key models, elements and processes associated with strategic planning are presented with an emphasis on the leadership role in leveraging information, environmental scanning, and competitive analysis. Theories, models, tools, and processes for program planning, implementation, and evaluation and the marketing of nursing and healthcare services are addressed. The integration of strategic planning, program planning, and marketing with the mission, goals, and objectives of organizations and services is emphasized. 6. Relate the strategic planning, program planning, and marketing processes to nursing leadership competencies.

Outcomes:

Upon successful completion of this course, the student will be able to:

- 1) Analyze models and theories of strategic planning, program planning, and marketing;
- 2) Explain the relation between organization mission, goals, and objectives and the strategic planning, program planning, and marketing processes;
- 3) Apply tools of strategic planning to an organization;
- 4) Create a comprehensive plan focused on the needs, design, implementation and evaluation of a program that derives from an organizational strategic plan;
- 5) Evaluate marketing strategies

CMAN 460 Health Care Policy (3 Credit Hours)

This course is designed to introduce key policy issues and processes in public policy development. The impact of health care policy on management and health system improvement is discussed. The student is provided with advanced policy knowledge, frameworks, and skills required to assume a leadership role in health care. Emphasis is placed on using evidence to develop an understanding of the effect of health care policy on practice.

Outcomes:

- 1) Identify key policy issues in contemporary health systems;
- 2) Analyze the effect of health policy on practice;
- 3) Analyze strategies for health system improvement through public policy;
- 4) Advocate for policy adoption to a health care decision maker;
- 5) Identify the effects of government regulation on education and practice

CMAN 533 Fiscal Management in Health Care Organizations (3 Credit Hours)

This course prepares the graduate student to develop a framework for understanding key issues in financial management in health care from two perspectives. First, the course explores the relationship between the national economic environment and the financial context for current models of health care delivery. Second the course introduces a variety of fiscal concepts and techniques as applied to nursing and healthcare administration. Emphasis is placed on the way cost data influences operational decision making in healthcare administrative practice.

Course equivalencies: X-IPS 658/CMAN 533/BEHL 506

Outcomes:

Upon successful completion of the course, the student will: 1) Analyze the impact of political, social and economic factors on the cost of patient care delivery; 2) Examine cost behavior concepts as they relate to nursing and other health care models in healthcare organizations; 3) Apply cost accounting techniques in health care; 4) Analyze ethical and legal issues surrounding fiscal management

CMAN 569 Comparative Effective Research in Healthcare (3 Credit Hours)

Pre-requisites: GNUR 450 or equivalent required; CMAN 439 and 440 recommended

Comparative effective research (CER) is a central tenet of health care reform. This course offers an overview of policy implications and rationale for CER and explores different approaches of developing, analyzing and communicating CER. Research comparing the clinical and economic merits of different treatments, devices and procedures will be explored.

Outcomes:

Apply political, social and ethical perspectives to uses of CER, Demonstrate effective retrieval of CER reviews from public sources, Demonstrate knowledge of major CER methods and tools, Evaluate quality of evidence from CER reports, Assess treatment options in defined patient population

Doctor of Nursing Practice (DNP)

DNP 510 Capstone Seminar (1-3 Credit Hours)

The DNP scholarly project demonstrates an in-depth knowledge of each student's area of specialization in nursing practice. This project relates to advanced practice in the nursing specialty and benefits a group, population, or community rather than an individual patient. The DNP Scholarly project is a synthesis of the student's work and lays the groundwork for future scholarship with the goal of a tangible and deliverable academic product derived from the practice courses and immersion experience. The DNP scholarly project, unlike that of PhD level research, may take a number of forms such as: practice change initiative; pilot study; program evaluation; quality improvement project; evaluation of a new practice model; or a consulting project. This course addresses the unique needs and challenges second year DNP students face while completing their projects. Seminar content focuses on skills necessary for successful clinical project completion through: presentations, selected readings and online forums. The seminar operates at the group level and is designed to work in concert with and support individual students' DNP Faculty Director and external mentor (often the student's preceptor at the project site). Course content parallels the three overall stages of a DNP Scholarly Project: the design, proposal submission and proposal approval (First semester); project implementation (second semester); and, final presentation and dissemination (third semester). Students are expected to have a Faculty Director for their project and a tentative external mentor in place prior to course entry. This seminar is completed sequentially over a minimum of three semesters. Students are expected to be enrolled in this course each semester that they are working on the DNP Scholarly Project.

DNP 511 Practicum (1-6 Credit Hours)

Theory, evidence, and the systematic translation of research into practice serve as the foci for DNP practicum experiences across the program of study. Students investigate clinical problems and refine their clinical translational capabilities within the context of the broader health care system. Clinical learning is directed toward systematic application of knowledge and scientific discovery in resolving new or persistent problems affecting the safety and quality of patient care. Mentored clinical application of evidence-based knowledge and skills, as well as independent investigation and evaluation of outcomes, supports integration of the DNP role into the complex circumstances of contemporary nursing practice. Leadership, consultation, advocacy, fiscal accountability and interdisciplinary collaboration serve as core competencies to effect organizational change.

General Nursing (GNUR)

GNUR 402 Ethics for Health Professionals (2 Credit Hours)

In their various roles and practice settings, health care professionals participate in the unfolding stories of patients/clients and their families. They encounter ethical questions, concerns, problems and dilemmas in the course of their professional lives. These challenges affect health care professionals as independent and collaborative decision makers as well as members of the health care team who may be called upon to implement the decisions of others. This course provides students with opportunities to explore the impact of ethical issues on their personal and professional lives. Individual, family, institutional and societal issues are discussed. Students are guided in the application of frameworks that aid in resolving ethical dilemmas in professional practice. Emphasis is placed on developing skills in reflective moral thinking.

GNUR 404 Theories & Concepts for Advanced Clinical Practice (3 Credit Hours)

This course focuses on the development and use of disciplinary knowledge as a foundation for advanced nursing practice. Basic philosophical assumptions and the history of knowledge development in nursing are presented. The relation between concepts, theory, research, and practice are emphasized, with a focus on concepts and middle-range theories that are applied in advanced nursing practice.

Outcomes:

Upon successful completion of the course the student will be able to: 1) Understand the history and driving forces for knowledge development in nursing; 2) Describe the philosophical foundations of nursing and advanced nursing practice; 3) Understand the levels of theory development in nursing; 4) Explain the use of selected concepts and middle-range theories to guide advanced nursing practice; 5) Analyze concepts and theories for use in nursing practice; 6) Analyze the relation between theory, research, and nursing practice

GNUR 405 Introductory Statistics for Healthcare Professionals (3 Credit Hours)

Pre-requisites: Restricted to MSN, DNP, and PhD Nursing students

This course is focused on facilitating student acquisition of the knowledge and skills that will enable them to manage basic statistical issues that confront practitioners and researchers in health professions. Course topics and experiences will prepare students to interpret findings from published research and quality improvement reports and to conduct basic data analysis in future projects.

Outcomes:

1) Define basic statistical concepts; 2) Differentiate descriptive and inferential statistical tests; 3) Describe the purpose and appropriate application of statistical techniques; 4) Interpret the meaning of statistical tests; 5) Manage and analyze data using statistical software

GNUR 407 Social Justice and Ethics in Health Care (3 Credit Hours)

This course examines social justice, ethics, and nursing advocacy in healthcare at global, national, and local levels for the doctorally prepared nurse. Social justice and ethical issues in healthcare are analyzed using established theories and frameworks. Recommendations for resolution of social justice and ethical issues will be addressed.

Outcomes:

Upon successful completion of this course the student will be able to: 1) Understand the historical, cultural, economic, and political theories and perspectives of social justice and ethics; 2) Analyze social justice and ethical issues at local, national, and global levels; 3) Apply professional codes to individual and interwoven issues of social justice, ethics and leadership; 4) Develop a plan to address population health inequities, based on evidence, codes and principles

GNUR 408 Research for Advanced Clinical Practice (3 Credit Hours)

Pre-requisites: Admission to a Master of Science in Dietetics or Master of Science in Nursing program

This course prepares students to understand that scholarly inquiry, evaluation of evidence, and the development of evidence-based practices and protocols form the foundation health care practice. The importance of translation of scientific evidence to improve practice is emphasized.

Outcomes:

Conceptualize an evidence-based protocol or pilot research study that corresponds to a clinical, educational administrative or policy issue or problem

GNUR 409 Advanced Health Assessment Lecture and Lab (3 Credit Hours)

This course prepares graduate nursing students to obtain a complete and accurate health database, including history, physical examination, and laboratory components, as a foundation for advanced nursing practice. Building upon previously acquired assessment skills, the focus is on the critical skills of obtaining a meaningful history and integrating it with physical findings to begin to develop a problem list.

GNUR 413 Advanced Pharmacology (3 Credit Hours)

This course will be the foundation for the advanced practice nurse to make appropriate decisions regarding the pharmacological management of patients in clinical practice. Pharmacological principles, including pharmacokinetics, pharmacodynamics, mechanisms of adverse drug reactions, and contraindications will be discussed. Legal requirements for writing prescriptions and the format for prescriptions as well as common sources of medication errors and methods to prevent them will be described. Developmental considerations, socioeconomic status, and complementary therapies will be addressed throughout the course. Pharmacotherapy of selected common disorders will be addressed. Students will synthesize and integrate diverse viewpoints, principles, and selected research findings related to the complex needs of patients via case study analyses. This course, along with clinical courses, will prepare the advanced practice nurse for prescriptive authority.

GNUR 420 Leadership and Roles in Advanced Nursing Practice (3 Credit Hours)

This course focuses on leadership concepts and theories with emphasis on application for transformation in healthcare. This course is designed to assist the student to enter into leadership and advanced nursing practice roles. Special emphasis is placed on the student's personal and professional development as a leader with a clear, individual vision for impacting the health of specific populations.

Outcomes:

Upon successful completion of this course the student will be able to: 1) Synthesize knowledge of the concept of role and its components as they relate to advanced nursing practice; 2) Understand role expectations of advanced nursing practice and its major components: advanced practitioner (NP, CNS, CNM, CRNA), consultant, change agent, case manager, educator, researcher and leader and how they are integrated into health systems; 3) Articulate the role of the graduate prepared nurse as a clinical nurse expert, leader and innovator in healthcare; 4) Analyze knowledge of leadership theories for use as a foundation for role enactment as a leader in healthcare; 5) Understand principles of systems theory and their application to the clinical environment; 6) Compare models for change and sustainability consistent with current healthcare system dynamics; 7) Identify actionable leadership opportunities to improve nursing practice and patient outcomes; 8) Understand the potential for information systems to support decision making and innovation in practice and care delivery systems

GNUR 425 Advanced Health Assessment Across the LifeSpan (4 Credit Hours)

This course will prepare the graduate-level nursing student to generate a patient health database, including history and physical examination to inform clinical decision making and health promotion, across the lifespan. The course includes lecture and laboratory components.

Outcomes:

Upon successful completion of this course the student will be able to: 1) Obtain comprehensive and problem-focused health histories including nutritional, cultural, social, functional, and developmental components; 2) Document comprehensive and problem focused health histories; 3) Perform comprehensive and problem-focused physical examinations; 4) Differentiate normal and abnormal physical, behavioral, and developmental findings; 5) Develop a client problem list based on that patient's health history, and physical examination; 6) Plan anticipatory guidance and health promotion based on age, developmental level and cultural background

GNUR 432 Philosophy of Science (3 Credit Hours)

This course addresses the history and philosophy of science and the influence on nursing knowledge and the rapidly evolving nature of nursing science. This course includes the exploration of a diverse range of historical and contemporary influences of epistemological perspectives of the nature of knowledge and patterns and/or processes of knowing. An evolutionary lens is used to examine the history, philosophical foundations, and associated purpose, and methods of science as a foundation for nursing science.

Outcomes:

Upon successful completion of this course, the student will be able to: 1) Describe philosophies of science within historical contexts; 2) Discuss how the nature of knowledge relates to philosophy of science; 3) Analyze how different philosophies of science provide a foundation for nursing knowledge development and discovery; 4) Analyze the association between epistemological and philosophy of science foundations that guide scientific methods

GNUR 436 Psychiatric Mental Health Assessment Across the Lifespan (2 Credit Hours)

Pre-requisites: GNUR 425 Advanced Health Assessment Across the Lifespan

This course focuses on the major principles and skills to conduct a psychiatric mental health assessment across the lifespan. Clinical interviewing skills, eliciting important information, and developing a therapeutic rapport with patients and families are foundational knowledge and skills. Students will learn components of the psychiatric evaluation, including psychiatric review of symptoms and mental status examination, and the development of differential diagnoses and diagnostic formulation. Integrating laboratory findings and medical history into the psychiatric evaluation and utilizing evidence-based clinical practice guidelines will be emphasized. This course will also incorporate theories and practice of diversity and inclusion as it relates to the biopsychosocial and cultural understanding of mental illness.

Outcomes:

At the successful completion of the course, students will be able to: 1) Elicit a comprehensive psychiatric health history and mental health assessment; 2) Distinguish assessment features, interviewing techniques, and legal/ethical aspects for children, adolescents, older or cognitively-impaired adults, and other special populations; 3) Integrate medical history and laboratory findings into differential diagnoses and diagnostic formulation; 4) Apply critical thinking skills and diagnostic reasoning with the use of evidence-based clinical practice guidelines across the lifespan; 5) Identify risk and protective factors, vulnerability, and areas of mental health resilience for patients, families, and communities

GNUR 440 Systematic Inquiry I: Scholarly Writing (2 Credit Hours)

This course focuses on types and styles of academic and scholarly writing. Students learn and apply elements of a rhetorical situation in the production of written work. Style and formatting considerations of scholarly writing are integrated into the drafting and revision of various forms of written work. Experiences with editing, peer-evaluation, and self-evaluation are integrated into the course, along with responding to substantive feedback in the revision of written work. Upon successful completion of this course, the student will be able to:

Outcomes:

1) Compare different genres of academic and scholarly writing styles and products; 2) Apply elements of style and grammar to scholarly writing; 3) Integrate components of a rhetorical situation into logical, focused, and coherent written works; 4) Engage in self and peer critique of written work; 5) Respond to substantive critiques of written work

GNUR 442 Advanced Physiology/Pathophysiology (3 Credit Hours)

This course presents contemporary principles of physiology that underlie the normal function of the human body and serve as a basis for clinical practice in a variety of settings. The content is taught within the context of key molecular processes, cellular and organ system function, and interactions among organ systems. Select clinical cases and exemplars are used to illustrate physiologic concepts and to facilitate the application of physiologic principles to understand the body's homeostatic processes in health and disease. Emphasis is on normal physiology but approaches are used to bridge physiological science with clinical application to common clinical disorders. The educational experience consists of three hours of classroom or on-line instruction per week, independent readings, case analyses, web-based applications, and classroom and/or course platform-supported discussion.

GNUR 451 Psychopharmacology Across the Lifespan (3 Credit Hours)

Pre-requisites: Advanced Pharmacology, Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I

This course focuses on the development of psychopharmacologic knowledge, critical thinking, and clinical judgment in the application of psychotropic medications to treat and manage psychiatric mental health conditions across the lifespan. Emphasis is on the neurobiological underpinning of psychopathology, pharmacodynamics, and pharmacokinetics of psychotropic medications. Students will learn the general principles of psychopharmacologic treatment, major psychotropic drug classes, and the ethical, legal, and professional guidelines for prescribing as an advanced practice nurse.

Outcomes:

At the successful completion of the course, students will be able to: 1) Understand the neurobiological processes related to the psychopharmacological treatment of psychiatric mental health disorders across the lifespan; 2) Differentiate between the major classes of psychopharmacologic medications in terms of pharmacokinetics, pharmacogenomics, pharmacotherapeutic value, and pharmacodynamics; 3) Apply critical thinking and clinical judgment when selecting appropriate psychotropic medications for patients, including: indication for use, diagnostic reasoning, medication and family history, dosing regimens, side effects, drug interactions, contraindications, and therapeutic drug monitoring; 4) Distinguish the management of psychotropic medications across the developmental lifespan, including children, adolescents, adults and older adults, and for patients with psychiatric comorbidities, substance use disorders, and other acute or chronic medical illnesses; 5) Evaluate therapeutic outcomes of psychopharmacological intervention using evidence-based prescribing guidelines, standard monitoring methodologies, psychological tools sensitive to medication changes, and other recommended laboratory testing; 6) Understand the legal, ethical, socio-cultural, and economic considerations when prescribing psychotropic medications across the lifespan

GNUR 455 Scholarly Writing (1 Credit Hour)

This course provides the opportunity for graduate students to further develop their scholarly writing skills. Research tools, publication ethics, literature reviews, academic writing, scientific research reports, submission strategies and etiquette, and alternative disciplinary genres will be explored.

Outcomes:

Develop individual strategies for reading, generating, revising, editing, and proofreading scholarly writing; Recognize, discuss, and demonstrate dynamics of effective literature reviews, scientific research reports and proposals

GNUR 456 Psychotherapeutics Individuals Groups Families (3 Credit Hours)

Pre-requisites: Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I

This course focuses on the theoretical underpinnings and professional practice of integrating and evaluating psychotherapeutic modalities into advanced practice psychiatric nursing care with individuals, groups, and families. Using the principles of psychotherapy, students will learn the skills to develop strong therapeutic relationships to enhance mental health treatment, strengthen mental health resilience, and improve psychiatric outcomes. Emphasis will be on patient and family-centered care, which integrates socio-cultural perspectives of mental health and illness, treatment preferences, ethics and values, and legal or economic considerations.

Outcomes:

At the successful completion of the course, students will be able to: 1) Synthesize theories, ideological approaches, and methods for psychotherapeutic intervention as a basis for individual, family, and group therapy; 2) Understand how psychotherapeutic modalities, such as cognitive-behavioral, humanistic, and integrative-holistic therapies, are recommended based on age and developmental level, psychiatric condition, evidence-based practice, and patient-family preferences; 3) Apply clinical judgment, critical thinking, and decision making when integrating principles and techniques of psychotherapy into care; 4) Assess socio-cultural and spiritual perspectives of individuals, groups, and families and incorporate values into care; 5) Evaluate psychotherapeutic approach based on patient or family response, research and practice evidence, and changes in health policy; 6) Integrate legal, ethical, economic, and professional standards to the practice of psychotherapy

GNUR 461 Health Policy Issues (1 Credit Hour)

This course will introduce graduate nursing students to general health policy with a clinical approach. The focus of study in this course is to look at health policy as well as individual patients and caregivers and how they interact with each other and with the overall health systems. Health policy affects the patients we see on a daily basis, and the finances of health in the United States influences the care that is offered depending upon public or private health care funding. This course content will help bridge the gap separating the micro-world of individual patient and the macro universe of health policy.

GNUR 462 Health Care Financing (1 Credit Hour)

This course introduces concepts of economics and financial management for health care professionals. Course content includes principles of economics, fundamentals of managed care, and health reform, budgets and budget preparation, financial analysis, preparation of business plans, and health program grant proposals, and issues relevant to international settings and future trends.

GNUR 463 Cancer Genomics (3 Credit Hours)

This course uses a case-based learning process to examine the genetic basis for cancer disease, common cancer genetic syndromes, relative risk assessments, screening and surveillance guidelines, and the educational and management needs of clients and their families related to genetic predisposition to cancer. The emphasis is on the role of the advanced practice nurse.

Outcomes:

Upon completion of this course the student will be able to: 1) Describe the structure of DNA and differentiate among the various forms of genetic inheritance; 2) Describe the cancer burden in United States and how the science of genetics will assist with cancer control; 3) Explain oncogenesis, and function of oncogenes and tumor suppressor genes; 4) Obtain a genetics family history, and make a preliminary assessment of risk for genetic predisposition for cancer and the need for referral for further a genetic work-up; 5) Develop a basic level of skill in communicating information regarding cancer predisposition with sensitivity to the culture and the educational level of the clients and their families; 6) Analyze the cancer risk associated with common genetic cancer syndromes, the criteria for genetic screening and surveillance, and the genetic therapies available to date; 7) Analyze and apply current and future applications of genomics to cancer care

GNUR 471 Palliative Care (2 Credit Hours)

This course is designed to provide the student with an overview of the philosophy and principles of palliative care; the course emphasizes the unique knowledge that describes, explains, and guides the provision of hospice and palliative care. Students consider a holistic approach to care, including state-of-the-art nursing interventions that provide effective pain and symptom management and promote psychosocial and spiritual well-being. Students are prepared to serve diverse client populations whose diseases are life-threatening, and to perform effectively as members of an interdisciplinary team providing palliative care.

GNUR 472 Psychiatric Mental Health Advanced Practice Across Lifespan I (3 Credit Hours)

Pre-requisites: GNUR 436 Psychiatric Mental Health Assessment Across the Lifespan

This course focuses on the neuroscientific understanding of psychiatric mental health disorders, which includes current evidence in genetics, biochemistry, neuropsychiatry, and behavioral neurology. Students will learn the DSM-5 classification for mental disorders, including etiology, development and course, risk and prognostic factors, diagnostic criteria, differential diagnoses, and cultural considerations. Major categories of mental disorders examined in this course are: psychosis and schizophrenia, depression and other mood disorders, anxiety disorders, trauma and stressor-related disorders, attention-deficit hyperactivity disorder, and substance use disorders. Evidence-based treatment recommendations for psychiatric disorders will be addressed across the developmental lifespan and expanded within psychopharmacology and psychotherapeutic modalities courses. Socio-cultural and ethical implications of the psychiatric mental health diagnosis also will be discussed.

Outcomes:

At the successful completion of the course, students will be able to: Synthesize neuroscientific evidence for the assessment, diagnosis and treatment of children, adolescents, adults, and older adults with psychiatric mental health disorders; Explain psychiatric mental health diagnoses with an understanding of current brain and behavioral research which emphasizes neurotransmitters, neural circuitry and brain regions, psychiatric symptomology, human behavior, and neuroplasticity; Apply critical thinking, diagnostic reasoning, and clinical judgment to the assessment, diagnosis, treatment, and evaluation of psychiatric mental health disorders across the lifespan; Implement the use of psychological tools and rating scales to strengthen diagnostic certainty, collect subjective and objective data, measure progress, and evaluate treatment outcomes; Examine the socio-cultural and ethical implications associated with the psychiatric mental health diagnosis

GNUR 474 Psychiatric Mental Health Advanced Practice Across Lifespan II (3 Credit Hours)

Pre-requisites: GNUR 472 Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I

This course builds on the knowledge base, diagnostic reasoning, and critical thinking competencies developed in Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I. This course continues the neuroscientific understanding of psychiatric mental health disorders and DSM-5 classification - for additional categories of illness, including autism and other neurodevelopmental disorders, eating disorders, dementia and delirium, sleep disorders, suicidality, and personality disorders. Evidence-based treatment recommendations for psychiatric disorders will be addressed across the lifespan and expanded within psychopharmacology and psychotherapeutic modalities courses. In addition, emphasis on the bio-social-cultural understanding of mental health and illness will continue to be explored with special consideration to vulnerable groups.

Outcomes:

At the successful completion of the course, students will be able to:

- 1) Synthesize neuroscientific evidence on the assessment, diagnosis and treatment of children, adolescents, adults, and older adults with psychiatric mental health disorders;
- 2) Explain psychiatric mental health diagnoses with an understanding of current brain and behavioral research which emphasizes neurotransmitters, neural circuitry and brain regions, psychiatric symptomology, human behavior, and neuroplasticity;
- 3) Apply critical thinking, diagnostic reasoning, and clinical judgment into the assessment, diagnosis, treatment, and evaluation of psychiatric mental health disorders across the lifespan;
- 4) Develop treatment recommendations and care plans that incorporate the perspectives, cultures, and values of patients and families with consideration to safety, environmental context, and professional ethics;
- 5) Explain the complex socio-cultural, ethical, political, and economic context for psychiatric diagnosis, mental health care, and mental health policy within the US;
- 6) Examine the impact of policy changes and advocacy efforts for special or vulnerable populations within psychiatric mental health care and treatment

GNUR 476 Basic Diagnostics for Advanced Practice (2 Credit Hours)

Pre-requisites: Advanced Health Assessment, Advanced Pathophysiology, Advanced Pharmacology

The focus of this course is on clinical decision making for selecting and interpreting diagnostic tests. Students will use evidence to appropriately gather, interpret, and manage objective diagnostic clinical data to manage various health problems across the lifespan.

Outcomes:

- 1) Select appropriate diagnostic tests for conditions commonly seen by advanced practice nurses;
- 2) Evaluate diagnostic tests selection, based on health assessment data, clinical signs and symptoms, cost, risk/benefit analysis;
- 3) Interpret diagnostic test results for clinical decision making

GNUR 482 Psychiatric Mental Health Advanced Practice Nursing Practicum (2-3 Credit Hours)

Pre-requisites: GNUR 472 Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I

The practicum course guides the development and transition of students to the advanced practice psychiatric nurse practitioner role. Synthesizing knowledge and experience gained from previous courses, the practicum helps students advance their proficiency and skills in caring for patients with acute, chronic, and complex psychiatric mental health problems.

With understanding of various psychiatric mental health settings and levels of care, students in the practicum experience will apply their knowledge and synthesis of content with patients, families, and communities across the lifespan. Emphasis will be on the assessment, diagnosis, treatment, and care coordination of psychiatric mental health disorders. Students are expected to progress throughout the clinical practicum from requiring assistance to becoming primarily independent within their population and specialty practice.

Outcomes:

At the successful completion of the course, students will be able to:

- 1) Elicit and document a comprehensive psychiatric history and mental health assessment with consideration for level of care and treatment setting;
- 2) Generate differential diagnoses, problem list, and diagnostic formulation after synthesizing and evaluating objective and subjective data from patients, families, and other informants;
- 3) Develop an evidence-based treatment plan based on psychiatric diagnosis and presentation, knowledge of psychopharmacology and psychotherapeutic approaches, respect for persons, and consideration to special or vulnerable groups;
- 4) Apply critical thinking, clinical judgment, and decision making when implementing treatment recommendations and evaluating strategies within mental health care plans;
- 5) Understand the importance of coordinated care for children, adolescents, adults, and older adults with consideration to legal, ethical, and social aspects to care;
- 6) Implement preventive psychiatric mental health care for populations across the lifespan, which includes health and wellness programs, mental health screening, psychoeducation, counseling and therapeutic services, and integrative and holistic approaches

GNUR 498 Independent Study (1-6 Credit Hours)

Directed study in a specific topic area under the supervision of a faculty member.

GNUR 499 Interprofessional Team Practicum (1-7 Credit Hours)

Consent of discipline Program Director in collaboration with course faculty is required for registration. This course provides opportunities to students with backgrounds in a variety of clinical disciplines to engage in interprofessional team projects in healthcare settings and health and human service organizations, and to develop interprofessional competencies and project management skills.

Outcomes:

Apply knowledge of selected concepts, models, and theories from the clinical and management sciences to the management of high performing teams; apply evidence based/research findings for a selected problem/project; and examine the leader role within an interprofessional team environment

GNUR 500 Phenomena and Theories for Nursing Science I (2 Credit Hours)

This course emphasizes methods to analyze and develop knowledge of a phenomenon that is relevant to nursing science. Traditional and advanced methods of concept analysis and development are explored and critiqued for the advancement of nursing knowledge and nursing science. Fieldwork experiences for developing and refining a phenomenon of interest are included in the course.

Outcomes:

Upon successful completion of the course, the student is able to: 1) Evaluate existing and emerging concept development and analysis methods in developing substantive knowledge of a phenomenon; 2) Differentiate between disciplinary and professional knowledge of a phenomenon of interest; 3) Analyze the theoretical-conceptual-empirical structure of a phenomenon; 4) Compare extant and sensitizing conceptualizations of phenomenon

GNUR 501 Phenomena and Theories for Nursing Science II (2 Credit Hours)

This course is focused on the role of theory in the development of nursing knowledge. Emphasis is placed on strategies for theory development and evaluation in the generation and advancement of nursing science. Levels of theory on a continuum spanning grand theory to middle range theory are examined for utility in nursing science. The relation between theory and the substantive structure of nursing is examined.

Outcomes:

Upon successful completion to this course, the student is able to: 1) Relate the domain and perspective of the substantive structure of nursing to nursing theory and nursing science; 2) Analyze levels of theory, nursing theory, and theory development; 3) Apply theory analysis, theory synthesis, and theory derivation strategies; 4) Evaluate the logical and conceptual structure of theory and nursing theory

GNUR 504 Emergency and Acute Care Procedures for the NP (3 Credit Hours)

Pre-requisites: Advanced Pharmacology, Advanced Health Assessment across the Lifespan, and Advanced Physiology/Pathophysiology

This course is designed to provide the nurse practitioner student with the knowledge and skills necessary to affect patient care outcomes in emergency settings. This course will incorporate procedural skills necessary to meet clinical competencies of the emergency nurse practitioner. Diagnostic and therapeutic procedures used in the evaluation and management of patients with emergent conditions will be incorporated.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Recognize the importance of patient education and informed consent prior to performing procedures; 2) Synthesize knowledge of anatomy, pathophysiology and procedural methods for select interventions; 3) Incorporate understanding of indications, contraindications, and anticipated outcomes in clinical decision-making related to select procedures; 4) Demonstrate beginning skills in the execution of select diagnostic and therapeutic procedures in a procedural lab

GNUR 508 The Nurse Scientist Role (2 Credit Hours)

This course addresses the responsibilities and activities of a nurse scientist including the responsible conduct of research and ethical practice; scientific freedom and social responsibility; collaboration and negotiation; and the peer review process. The development of a program of research and research career trajectory including research funding and dissemination of research are examined. Students will identify traditional and emerging settings for the nurse scientist. The course explores knowledge and skills required to successfully work in teams within the local and global scientific community. The role expectation of the nurse scientist related to intra-professional and interprofessional research and mentorship are examined.

Outcomes:

Upon successful completion of this course, the student will be able to: 1) Analyze the qualifications, attributes, professional values, and ethics of a nurse scientist; 2) Identify career trajectory options of a nurse scientist; 3) Analyze stewardship of the nursing discipline within intra- and interprofessional teams

GNUR 509 Teaching Methods (3 Credit Hours)

This course focuses on teaching and learning theories, principles, and practices in nursing education. Major topic areas include philosophies and theories of teaching and learning, teaching and learning processes and resources, curricular and program designs and frameworks, competency development and assessment, evaluation and measurements strategies, the faculty role, and regulatory issues.

Outcomes:

Upon successful completion of this course, the student will be able to: 1) Explain philosophies, theories and principles of teaching and learning; 2) Evaluate curricular design and implementation; 3) Analyze evaluation and measurement strategies in nursing education; 4) Discuss expectations of the faculty role; 5) Articulate the relationship among educational setting, teaching methods, and learner outcomes; 6) Evaluate education and nursing education research literature for implementation in practice

GNUR 510 Teaching Practicum (3 Credit Hours)

This practicum course provides students with a context for applying the concepts of teaching and learning in nursing education. Students will experience various dimensions of the teaching role and design, deliver and evaluate teaching/learning strategies. The practicum consists of supervised experiences with assigned faculty mentor(s) in varied teaching/learning environments.

Outcomes:

Upon successful completion of this course, the student will be able to: 1) Assess the learning needs and learning styles of learners; 2) Apply effective teaching in a selected area of nursing; 3) Apply principles of evaluation in formative and summative evaluations of the learners

GNUR 512 Quantitative Methods & Design for Nursing Research (3 Credit Hours)

This course focuses on quantitative research methods and designs for nursing research. The linkages between theory, concepts, research design, instrumentation, sampling, data collection and analysis, and reporting are emphasized. Ethical concerns related to the research process are discussed and analyzed. Students will gain practical experiences in quantitative research methods.

Outcomes:

Upon successful completion of this course, the student will be able to:

1) Evaluate and synthesize quantitative research studies and identify gaps for future quantitative research; 2) Identify theoretical or conceptual frameworks that guide research; 3) Develop research aims to address gaps in knowledge; 4) Understand conceptual-operational linkages in quantitative nursing research; 5) Assess the adequacy of quantitative designs in answering research questions; 6) Identify ethical concerns of quantitative research and the protection of human subjects; 7) Apply knowledge and skills related to conducting a quantitative research study

GNUR 513 Qualitative Methods in Nursing Research (3 Credit Hours)

This course focuses on exploration of qualitative research approaches including grounded theory, ethnography, phenomenology, narrative, case study, and pragmatic approaches such as qualitative description. Discussion will include a focus on epistemology, ontology, methods, strategies, data collection, analysis, and dissemination of results. Ethical and special concerns of qualitative research are emphasized.

Outcomes:

Upon successful completion of this course, the student will be able to: 1) Explain the significance of qualitative research methods for the development of nursing and interdisciplinary science; 2) Explain the relationship between theoretical and philosophical foundations and assumptions of qualitative research methods; 3) Compare qualitative research designs including background, purpose, research; 4) Develop basic skills in qualitative data collection and analysis; 5) Analyze ethical issues related to qualitative research and the protection of human subjects

GNUR 514 Common Health Problems of Adults/Older Adults (3 Credit Hours)

One course of a three-course sequence, GNUR 514 is designed to prepare the Nurse Practitioner to assume responsibility for coordination and management of adult/older adult health care. A major focus of the course is to prepare the student to assess and manage selected common health problems of adults/older adults in primary care settings. Indications for collaboration, consultation, and/or referral to other health care providers are emphasized as an integral part of the nurse practitioner's role. The accompanying practicum offers the student an opportunity to exercise critical judgment and implement theoretical knowledge in the management of care of adults experiencing common health problems.

GNUR 517 APN Practicum: Primary Health Care (1-6 Credit Hours)

Pre-requisites: Minimum grade of B- in GNUR 413, GNUR 425, & GNUR 442

This practicum course guides the student toward a synthesis of content from nursing and related sciences and the application of this knowledge to the advanced practice role of Nurse Practitioner in primary care. During each practicum, the student will care for patients progressing in complexity from health promotion and disease prevention to assessment and management of the most common acute, chronic, and complex health problems. The student's level of performance is expected to progress throughout the clinical practicum from requiring assistance to becoming primarily independent. Clinical seminars will include discussion of concepts introduced in previous courses with application to clinical practice. Seminars will include student and faculty-led discussions, case reviews, and guest speakers.

GNUR 518L First Semester Student Standardized Patient Lab (0 Credit Hours)

This one-day seminar focuses on helping the primary care nurse practitioner student prepare for the first clinical practicum. The seminar includes a standardized patient experience.

GNUR 519 Measurement for Nursing Research (3 Credit Hours)

This course focuses on principles and concepts of measurement in nursing research. Psychometric theory, measurement frameworks and instrument development, critique, and testing are addressed. Methods for generating and evaluating reliability and validity evidence are emphasized and operationalized. Ethical concerns related to the development and use of measuring instruments are examined.

Outcomes:

Upon successful completion of this course, the student will be able to: 1) Understand key principles and concepts of psychometric theory and measurement frameworks; 2) Differentiate between reliability and validity as evidence to support the use of a measure; 3) Apply statistical techniques in the generation of reliability and validity evidence; 4) Evaluate the suitability of measuring instruments for use in nursing research; 5) Understand principles and approaches to instrument development and testing; 6) Understand ethical issues related to instrument development, testing, and usage

GNUR 520 Systematic Inq II: Reviewing & Synthesizing Lit (2 Credit Hours)

This course focuses on learning and applying the process of systematic inquiry as a method to identify the state of science of a substantive area, gaps in the literature, and implications for nursing. Students learn how to search, organize and analyze the literature, synthesize and report the findings.

Outcomes:

Upon successful completion of this course, the student will be able to: 1) Define systematic inquiry and its relationship to research; 2) Distinguish among different types of literature syntheses; 3) Apply the process of systematic inquiry to a select topic; 4) Apply tools, methods and techniques for organizing literature; 5) Utilize appropriate standardized guidelines when reporting a literature review

GNUR 521 Population-Focused Health (3 Credit Hours)

This course is designed to assist students with identifying, analyzing, and evaluating health issues confronting the doctorally prepared nurse in the provision of population-focused health care. Epidemiologic concepts and databases will be covered in the context of population needs assessments. Evidence-based interventions that address health disparities will be examined.

Outcomes:

1) Analyze the role of federal, state, and local governments in population health; 2) Assess population specific health needs using Healthy People and the determinants of health as frameworks; 3) Examine the role of the World Health Organization and non-governmental organizations in population health; 4) Analyze health disparities and needs of priority populations using databases; 5) Apply epidemiologic concepts when completing a population needs assessment; 6) Examine evidence-based interventions for population specific health issues

GNUR 522 Emergency Health Care of Adults (3 Credit Hours)

Pre-requisites: Advanced Pharmacology, Advanced Health Assessment across the Lifespan, and Advanced Physiology/Pathophysiology

This course is designed to provide the nurse practitioner student with the knowledge and skills necessary to affect patient care outcomes in emergency settings. This course will incorporate procedural skills necessary to meet clinical competencies of the emergency nurse practitioner. Diagnostic and therapeutic procedures used in the evaluation and management of patients with emergent conditions will be incorporated.

Outcomes:

Upon successful completion of the course, the student will be able to:

1) Recognize the importance of patient education and informed consent prior to performing procedures; 2) Synthesize knowledge of anatomy, pathophysiology and procedural methods for select interventions; 3) Incorporate understanding of indications, contraindications, and anticipated outcomes in clinical decision-making related to select procedures; 4) Demonstrate beginning skills in the execution of select diagnostic and therapeutic procedures in a procedural lab

GNUR 523 Health Care Policy and Economics (3 Credit Hours)

Course content provides the student with advanced policy, economic and financial knowledge, frameworks and skills required to assume a leadership role in healthcare. An emphasis is placed on using evidence to develop an understanding of key relationships between political, economic and financial dimensions in healthcare and how these relationships affect a selected population of interest.

Outcomes:

Upon successful completion of this course the student will be able to: 1) Evaluate the influences of policy on health care delivery at institutional, local, state, national or global levels; 2) Analyze the effects of health policy; 3) Analyze the effects of economic factors on health care decision making; 4) Apply strategies for assessing costs, maximizing productivity, and achieving quality outcomes in evidence-based practice and/or research; 5) Design practice improvement recommendations that account for policy, economic and financial variables affecting selected populations

GNUR 524 Advanced Reproductive and Sexual Health (3 Credit Hours)

Pre-requisites: GNUR 442 Advanced Physiology; GNUR 413: Advanced Pharmacology; and GNUR 425 Advanced Health Assessment

This course will prepare the advanced practice nurse to manage the reproductive and sexual health care needs of all individuals throughout the lifespan. Theories and knowledge from biological, behavioral, social and nursing sciences will be applied in the provision of care for reproductive and sexual health. Emphasis is on the principles of reproductive anatomy and physiology including puberty, genetics, pregnancy, embryonic/fetal development, parturition, puerperium, lactation, and menopause in relationship to advanced practice nursing care.

Outcomes:

By the end of this course, advanced practice nursing students will: 1) Synthesize principles of neuroendocrine and physiological regulation of female and male reproductive function and the normal parameters of puberty, menarche, fertility, and menopause; 2) Analyze the impact of non-gynecologic primary health conditions on reproductive and sexual health; 3) Incorporate established evidence based sexual and reproductive health clinical practice guidelines; 4) Identify strategies to provide high quality, person-affirming, and culturally inclusive healthcare for self-identified gender and sexual minority persons and non-conforming individuals; 5) Develop genomics and genetic risk factor assessment in relation to reproductive and sexual health care, including basic principles of genetic testing, counseling, and referrals; 6) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes

GNUR 525 Special Populations and Topics in Emergency Health Care (3 Credit Hours)

Pre-requisites: Advanced Pharmacology, Advanced Health Assessment across the Lifespan, and Advanced Physiology/Pathophysiology

This course is designed to prepare the emergency nurse practitioner student to assume responsibility for stabilization and treatment of special populations that present to the emergency department. Evidence-based practice is discussed as it relates to the evaluation and treatment of emergent conditions in obstetrics and gynecology, pediatrics, mental health disorders, victims of abuse, and patients receiving palliative and hospice care. Special topics of disaster management, the approach to acute resuscitation, analgesia and procedural sedation, toxicology, environmental emergencies and legal topics in emergency health care will be covered.

Outcomes:

Upon successful completion of the course, the student will be able to:

1) Synthesize evidence-based theories and practices into assessment, diagnosis and treatment of patients in special populations that present to the emergency department for care; 2) Analyze subjective/objective information to emulate differential diagnoses of emergent conditions; 3) Establish definitive diagnoses through diagnostic testing; 4) Develop treatment plans that incorporate inter-professional and socio-cultural sensitive treatment options; 5) Recognize legal issues that are unique to the delivery of care in the emergency setting; 6) Apply principles of disaster management to the care of individuals and communities affected by disasters

GNUR 526 Management of Common Adult Health Problems (4 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is designed to prepare nurse practitioner students to assume responsibility for coordination and management of common primary health care problems across the adult age spectrum. A major focus of the course is to prepare the student to assess and manage selected common health problems of adults/older adults in primary care settings. Indications for collaboration, consultation, and/or referral to other health care providers are emphasized as an integral part of the nurse practitioner role. Evidence-based practice is discussed for Health Promotion and Disease Prevention, evaluation, and treatment of dermatologic, mental health, HEENT, gastrointestinal, and genitourinary problems.

Outcomes:

Upon successful completion of the course, the student will be able to:

1) Assess presenting common health problems in adults/older adults with specified conditions; 2) Analyze subjective/objective information to formulate differential diagnoses of common conditions; 3) Establish definitive diagnoses through diagnostic testing; 4) Establish a patient-centered treatment plan that is cost effective, consistent with best evidence, age appropriate, and culturally sensitive; 5) Modify the treatment plan based on outcomes; 6) Recognize problems that require consultation or referral to other members of the multidisciplinary health care team

GNUR 528 Management of Complex Adult Health Problems (4 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is designed to prepare nurse practitioner students to assume responsibility for coordination and management of complex primary health care problems across the adult age spectrum. A major focus of the course is to prepare the student to assess and manage selected complex health problems of adults/older adults in primary care settings. Indications for collaboration, consultation, and/or referral to other health care providers are emphasized as an integral part of the nurse practitioner role. Evidence-based practice is discussed for evaluation and treatment of cardiovascular, peripheral vascular, respiratory, palliative care, neurological, musculoskeletal, hematologic, endocrine, infectious disease, and renal disease problems.

Outcomes:

Upon successful completion of the course, the student will be able to:

1) Assess presenting complex health problems in adults/older adults with specified conditions; 2) Analyze subjective/objective information to formulate differential diagnoses of complex conditions; 3) Establish definitive diagnoses through diagnostic testing; 4) Establish a patient-centered treatment plan that is cost effective, consistent with best evidence, age appropriate, and culturally sensitive; 5) Modify the treatment plan based on outcomes; 6) Recognize problems that require consultation or referral to other members of the multidisciplinary health care team

GNUR 529 Family-Focused Health Promotion and Disease Prevention (3 Credit Hours)

Pre-requisites: GNUR 442 Advanced Physiology; GNUR 413: Advanced Pharmacology; and GNUR 425 Advanced Health Assessment

This course emphasizes a family-focused approach to health promotion, disease prevention, and risk reduction from birth to end of life.

Common issues impacting individual, family, population, community, and global health are explored. Strategies for health promotion and disease prevention are addressed with consideration for culture, social determinants of health, and social justice.

Outcomes:

By the end of this course, advanced practice nursing students will:

1) Analyze data sources that identify and predict health risks of the individual, family, and community to facilitate development of clinical intervention strategies; 2) Integrate family systems theory and research on health promotion and disease prevention into strategies to manage health-related problems affecting family and community; 3) Synthesize broad ecological, global and social determinants of health to design evidence-based, culturally relevant clinical interventions and strategies; 4) Apply evidence-based guidelines to the identification and prevention of significant healthcare problems affecting populations at risk; 5) Distinguish cultural, spiritual, ethnic, gender, sexual orientation, economic, environmental, and age cohort differences in the risk, presentation, progression, and treatment of health problems

GNUR 530 Topical Seminar for Nursing (1-5 Credit Hours)

These are seminars in specialty areas of nursing theory (e.g., Parse theory), methods (e.g., historical research, grounded methods), as well as concepts (e.g., spirituality, decision-making, bereavement). Students are encouraged to take those seminars to prepare them for their dissertation.

Outcomes:

Students are expected to use the specialty information to further enhance their understanding of their research phenomenon

GNUR 532 Research Internship (2-3 Credit Hours)

This course provides an opportunity for the student to undergo a mentored experience in scientific inquiry. With the Course Director, students will identify a faculty mentor who has an active program of research and can provide an environment for a mentored experience in scientific investigation. The student and faculty mentor will mutually develop achievable objectives with measureable outcomes. This experience can encompass a broad range of research activities that span the scope of scientific investigation. Successful completion of the internship will provide the student with an experiential base of research, which will enhance their knowledge and skills in the conduct of research and facilitate their socialization into the multifaceted role of an investigator.

GNUR 534 Advanced Practice Nursing Care of Older Adults (2 Credit Hours)

Pre-requisites: GNUR 528 Management of Complex Adult Health Problems for NP students OR MSN 447 for CNS students

This course explores current issues in aging and the care of older adults. A major focus of the course is preparing the advanced practice nurse to manage the healthcare of older adults with multiple medical and psychosocial needs in increasingly complex care systems. Topics include health promotion, disease prevention, and social determinants of health for older adults across the spectrum of health and illness, best practices in the management of geriatric syndromes, and special considerations in the assessment of older adults with functional and cognitive limitations.

Outcomes:

1) Apply current issues in aging, including aging theory, social determinants of health, caregiving, and legal-ethical considerations in the care of older adults; 2) Investigate the variety of care systems and settings where older adults receive care, including transitions of care; 3) Generate comprehensive health maintenance plans for healthy older adults and older adults with multiple comorbidities, incorporating evidence-based screening and prevention principles; 4) Discuss special considerations in the assessment of older adults with functional and cognitive limitations; 5) Apply best practices in assessment and management of geriatric syndromes; 6) Evaluate the importance of interprofessional teamwork in the care of older adults with multiple comorbidities

GNUR 535 Substance Use Disorders Addiction Lifespan I (3 Credit Hours)

Pre-requisites: Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I and II

This course is an introduction to critical thinking, diagnostic reasoning and clinical judgment to assess, diagnose and treat clients with substance use and addictive disorders. Neurobiological, behavioral, and socioecological perspectives will be used to understand the etiology, course and development, differential diagnoses and management of substance use and addiction. Students will learn pharmacological and non-pharmacological interventions to treat and manage substance use and addictive disorders across the lifespan.

Outcomes:

At the successful completion of the course, students will be able to:

1) Synthesize evidence-based scientific theories of substance use and addictive disorders; 2) Understand the neurobiological, behavioral, and socioecological aspects of substance use and addiction; 3) Assess and diagnose substance use and addictive disorders for clients with developmental considerations across the lifespan; 4) Apply pharmacologic, non-pharmacologic, and behavioral interventions in the management of clients with substance use and addictive disorders; 5) Evaluate management strategies in the treatment of substance use and addictive disorders

GNUR 536 Management of Adults with Acute/Critical Conditions I (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is one of two acute care management courses for students in the Adult-Gerontology Acute Care NP and CNS tracks. Students will integrate pathophysiology in the assessment, diagnoses, collaborative and holistic management of adults and older adults with traumatic, pulmonary and cardiothoracic disorders in acute/critical care. Students will analyze, integrate, and synthesize pathophysiological concepts and current research findings for collaborative management of the acute care adult/older adult.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Apply knowledge from health, psychological, physiological, and social sciences in the advanced nursing management of adults with trauma and cardiothoracic disorders within an acute care setting; 2) Develop differential diagnoses based on a holistic health assessment including medical and social history, presenting symptoms, physical findings, and diagnostic information; 3) Implement appropriate diagnostic and therapeutic interventions for adults with emphasis on safety, cost, efficacy, and patient's immediate condition and needs; 4) Identify the need for consultation and inter-professional collaboration with and referral to appropriate healthcare providers; 5) Evaluate the effectiveness of treatment plans based on patient's outcomes

GNUR 537 Substance Use Disorders Addiction Lifespan II (2 Credit Hours)

Pre-requisites: Substance Use Disorders and Addiction Across the Lifespan I

This course focuses on the complex management of treating substance use and addictive disorders across the lifespan. Evidence-based strategies for caring for clients with co-occurring substance use and psychiatric disorders are presented. Students will learn innovative and novel approaches within research and practice to treat substance use and addiction. The socio-cultural, ethical, and legal challenges surrounding addiction and substance use disorders also will be explored.

Outcomes:

At the successful completion of the course, students will be able to: 1) Understand different philosophical approaches to manage addiction and substance use, including abstinence and harm reduction models; 2) Implement and evaluate evidence-based strategies to care for clients with complex co-occurring psychiatric and substance use disorders with an emphasis on recovery; 3) Describe how to include family and community members into the management of substance use disorders and address stigma associated with addiction and substance use; 4) Analyze the current research and practice focused on innovative and novel approaches and examine socio-cultural, ethical, and policy implications; 5) Explain the legal, ethical, and economic factors associated with substance use and addiction practice

GNUR 538 Management of Adults with Acute/Critical Conditions II (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is one of two acute care management courses for students in the Adult-Gerontology Acute Care NP and CNS tracks. Students will integrate pathophysiology in assessment, diagnoses, collaborative and holistic management of adults and older adults with systemic disorders that include episodic and chronic health problems in acute/critical care. Students will analyze, integrate, and synthesize pathophysiological concepts and current research findings for collaborative management of the acute care adult/older adult.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Apply knowledge from health, psychological, physiological, and social sciences in the advanced nursing management of adults with systemic disorders that include acute and critical episodes of health problems in acute care settings; 2) Develop differential diagnoses based on a holistic health assessment including medical and social history, presenting symptoms, physical findings, and diagnostic information; 3) Implement appropriate diagnostic and therapeutic interventions for adults with emphasis on safety, cost, efficacy, and patient's immediate condition and needs; 4) Identify the need for consultation and inter-professional collaboration with and referral to appropriate healthcare providers; 5) Evaluate the effectiveness of treatment plans based on patient's outcomes

GNUR 539 Innovative Science, Theory and Methods (3 Credit Hours)

This course will introduce doctoral students to evolving areas of science and technology relevant to nurse scientists that require collaborative approaches and interdisciplinary team science. Content will focus on informatics and data science, genomics, implementation science, team science, and the value of health care.

Outcomes:

Upon successful completion of this course the student will be able to: 1) Identify core concepts in informatics/data science, genomics, and implementation science; 2) Describe implementation science methods and determine appropriate models for health-related interventions; 3) Analyze the main ethical issues surrounding the use of big data (of all types); 4) Determine the value of innovative science methods to the health care system; 5) Analyze current and future applications of omics for precision health

GNUR 540 Philosophy of Nursing: Nursing as a Moral Practice (3 Credit Hours)

This course provides an opportunity for students to analyze ethical issues and personal, institutional/organizational, societal and global values and beliefs that have an impact on nursing practice, the nursing profession, and healthcare delivery. Students will clearly and carefully articulate their thinking and approach to moral reasoning about various contemporary issues and justify their responses. Presuppositions about clinical practice, education, administration, and their impact will be explored. The realities of the social context and the effects on moral/ethical practice will be discussed.

Outcomes:

1) Analyze the multi-faceted ethical problems in healthcare, nursing practice, education, research, administration and policy; 2) Articulate one's own approach to moral reasoning when responding to bioethical issues in nursing; 3) Identify presuppositions/assumptions underlying one's positions and the bases for accepting those presuppositions/assumptions; 4) Examine fundamental critical questions in ethics and nursing; 5) Explore selected social justice bioethical issues

GNUR 542 Grant and Proposal Writing (3 Credit Hours)

This course provides the foundation for grant development and submission. Content includes identifying sources and types of funding from governmental agencies, private foundations, and professional societies. Fundamental skills and strategies needed to prepare a competitive research grant proposal are addressed. Emphasis is placed on the strategies in revising an application, and the peer review process. Students will gain experience in writing sections of a competitive grant proposal, critiquing proposals and participating in a mock review.

Outcomes:

Upon successful completion of this course, the student will be able to: 1) Identify major sources and mechanisms of public and private funding for health-related research; 2) Describe key components of a research grant proposal; 3) Evaluate the strengths and weaknesses of research proposals; 4) Develop skills in preparing a competitive grant application; 5) Critique research grant proposals using peer review process

GNUR 543 Adult Primary Care NP Practicum (1-4 Credit Hours)

Pre-requisites: GNUR 526: Management of Common Adult Health Problems or GNUR 528: Management of Complex Adult Health Problems; WHNP Students also need MCN 414: Childbearing/ Family Course

This practicum course guides the student toward a synthesis of content from nursing and related sciences and the application of this knowledge to the advanced practice role of the nurse practitioner in primary care. During each practicum, the student will care for adult patients. This care includes health promotion, disease prevention, as well as assessment and management of the most common acute, chronic, and complex health problems.

Outcomes:

At the successful completion of this practicum, students will be able to: 1) Perform complete physical, psychological and social health assessments, incorporating principles of health promotion, health maintenance, and chronic disease management; 2) Provide teaching, counseling, and anticipatory guidance in accordance with the patient and family's readiness stage; 3) Evaluate cultural, spiritual, ethical, legal, financial, and policy factors that influence care in the clinical environment through a social justice lens; 4) Integrate knowledge of pathophysiologic and psychosocial changes associated with common acute, chronic and complex health problems into clinical decision-making; 5) Implement evidence-based, developmentally supportive plans of care for adolescents, adults, and older adults; 6) Modify management plan according to clinical response and changes in condition; 7) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes; 8) Demonstrate effective communication, collaboration and relationship building with patients, families, and interprofessional team members; 9) Analyze quality issues in the clinical setting, prioritizing patient safety and cost effectiveness

GNUR 544 Nursing and Health Policy (3 Credit Hours)

This course provides a framework for understanding health care delivery systems and the ability to analyze health policy using selected theoretical models. Students will apply theoretical models to evaluate existing and proposed health policies from the perspective of relevant stakeholders. Students will identify the political, economic, legal, social and ethical forces which impact the health policy-making process at the organization, local, state and national level. The changing role and responsibilities of the government, private sector, health professionals, and consumers will be examined in terms of access to care, health care financing, regulations, safety, quality and efficiency. Specific methods and strategies to influence health policy will be explored.

Course equivalencies: X-DNP 503/GNUR 544

Outcomes:

1) Analyze health care delivery systems and specific health policies using selected theoretical models; 2) Describe forces that shape health care policy development and implementation in the United States; 3) Relate the philosophy and ethical basis of Jesuit education to the values and preferences which shape health policy in a pluralistic society; 4) Outline the process of policy development and implementation within the content of multiple forces (government, the private sector, health professionals and consumers) that shape health care policy in the United States; 5) Discuss current health and nursing policy issues in the US and globally with emphasis on the political, social, economic, and cultural factors which influence health disparities and access to care; 6) Analyze a health policy within the student's own area of practice and interest in terms of the social, economic, legal political, and ethical forces that effect current and latent health outcomes; 7) Explain specific methods and strategies that health care providers can use to advocate for and influence health policy at the organization, local, state, national and/or international level

GNUR 545 Evidence Translation for Advanced Clinical Practice (3 Credit Hours)

This course builds on the student's understanding of using research and scholarly inquiry to address complex practice problems and improve practice outcomes within a contextual setting. Students will focus on developing leadership competencies in the areas of translational research, evidence-based practice and interprofessional teamwork. Key competencies are developed in the critical evaluation and synthesis of extant research, development of evidence-based protocols and evaluation of outcomes.

Outcomes:

Upon successful completion of this course the student will be able to: 1) Evaluate theory, concepts and methods to guide translation of evidence; 2) Formulate questions about population-based practice problems, issues and areas for improvement in context; 3) Synthesize the state of evidence with regard to a specific practice problem; 4) Develop an evidence-based protocol to address the practice problem, issue and/or area for improvement in context; 5) Understand the use of metrics in the identification, monitoring and evaluation of practice outcomes; 6) Analyze social, cultural, political and ethical issues related to implementation of practice and process improvements

GNUR 546 Advanced Statistics I (3 Credit Hours)

This course provides graduate students with a foundation in applied regression analysis techniques used in health, social, and behavioral sciences. The major topics covered in this course are univariate/multivariate linear regression, advanced data screening, model building, variable selection, regression diagnostics, univariate/factorial analysis of variance, and repeated measures design analysis of variance. Conceptual understanding and critical evaluation of statistical models is emphasized. Students will gain practical experience in using statistical software packages for the analysis of data.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Apply general linear modeling techniques in answering research questions; 2) Analyze bivariate and multivariate associations; 3) Interpret results of statistical testing using general linear modeling techniques; 4) Understand the process of model building and variable selection; 5) Evaluate assumptions of general linear models; 6) Apply regression diagnostic techniques

GNUR 547 Advanced Statistics II (3 Credit Hours)

This course will introduce advanced data analysis techniques common in clinical, behavioral and health outcomes research. Students will learn how to conduct and interpret mediational effects and path analysis, multivariate statistical models, repeated measures analysis, nonparametric analysis, and logistic regression models. Although the mathematical basis of the techniques will be considered, the course emphasizes the appropriate use and interpretation of these techniques.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Select appropriate analytic techniques based on the research questions; 2) Understand the computational basis for statistical techniques covered in this course; 3) Evaluate assumptions associated with each statistical technique; 4) Employ statistical software to conduct the appropriate analysis; 5) Interpret the results and make statistical inference

GNUR 550 Substance Use Management Practicum (3 Credit Hours)

Pre-requisites: Psychiatric Mental Health Advanced Practice Practicum
This specialty practicum course has a focus on the diagnostic reasoning and clinical judgment required to assess, diagnose and treat substance use and addictive disorders. Students will integrate knowledge from their coursework and psychiatric mental health population clinical to diagnose and manage clients with substance use and addictive disorders across the lifespan. The student's level of performance is expected to progress throughout the clinical practicum.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Apply evidence-based practice strategies to assess and diagnose children, adolescents, adults and older adult clients with substance use and addictive disorders; 2) Implement management strategies in the treatment of substance use and addictive disorders; 3) Analyze the ethical, legal, and policy issues impacting advanced practice nursing care of clients with substance use and addictive disorders; 4) Coordinate care across transitions for clients diagnosed with substance use and addictive disorders

GNUR 551 Cancer Care: Cancer Biology and Epidemiology (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is designed to present an in-depth understanding of the current knowledge and research in cancer biology and pathogenesis. Genetic, molecular and cellular mechanisms of cancer pathogenesis are covered in depth. Cancer epidemiology, concepts of primary risk reduction, as well as cancer screening are presented. Susceptibility for hereditary cancers due to germline mutations is included in the context of primary and secondary prevention. Current and future applications of genomics to cancer care are presented and discussed.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Analyze theories and research findings relative to the current understanding of the biology of cancer; 2) Describe national and global trends in cancer incidence and mortality; 3) Discuss evidence supporting cancer prevention; 4) Analyze cancer risk associated with common hereditary cancer syndromes; 5) Understand general principles of cancer screening; 6) Analyze current and future applications of genomics to cancer care

GNUR 553 Cancer Care: Diagnostic and Therapeutic Approaches (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course will focus on the diagnostic and management dimensions of select cancers including hereditary cancer syndromes. Specialized content will focus on the therapeutic modalities utilized during the acute care phase of the cancer continuum across multiple care settings. Pharmacology of cancer therapies will be explored.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Differentiate among specific cancer types in terms of: epidemiology, etiology, prevention, screening, detection, classification, and treatment; 2) Apply diagnostic approaches and methods to cancer management; 3) Explain concepts and principles of cancer staging for various cancer types; 4) Apply general principles of treatment planning in cancer management; 5) Compare major treatment modalities; 6) Evaluate evidence-based therapeutic and pharmacologic treatment strategies for patients across the cancer care continuum; 7) Articulate the role of the advanced practice nurse in the interprofessional management of patients

GNUR 555 Cancer Care: Palliative/Supportive Management (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is designed to present an in-depth understanding of the current knowledge and research in psychological and supportive care for patients and families living with cancer. Information relevant to the following domains will be explored: symptom management; psychological, spiritual and culturally-appropriate care; communication; survivorship; and hospice and palliative care.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Analyze theories and research findings relative to the current understanding of cancer and treatment-related symptoms across the cancer care continuum; 2) Identify evidence-based advanced nursing practice for symptom management and psychological care of patients with cancer, across the cancer care continuum, including at the end of life; 3) Identify strategies for effective communication with patients, families, and interprofessional team members; 4) Describe psychosocial, spiritual, and culturally appropriate components of care with patients and families coping with cancer; 5) Explain unique issues of the cancer survivor; 6) Integrate principles of palliative care across the cancer care continuum; 7) Articulate the role of the advanced practice nurse in the interprofessional management of patients

GNUR 560 Cancer Care Advanced Practice Practicum (2-3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

The practicum course guides the student in a synthesis of content from nursing and related sciences and allows for the application of this knowledge to the role of the advanced practice nurse providing advanced nursing care to patients and families across the cancer care continuum. Students will gain experience in a variety of settings that will advance their proficiency in caring for patients and families with cancer.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Apply evidence in the assessment and management of patients across the cancer care continuum; 2) Collaborate with health professionals to plan and implement best practices in cancer care; 3) Evaluate the treatment plan for value and quality and modify as needed; 4) Analyze the ethical, legal, cost, and policy issues affecting advanced practice nursing of patients and families across the cancer care continuum; 5) Discuss the value of multidisciplinary cancer care teams to provide the most appropriate care for this complex and vulnerable population; 6) Demonstrate and document personal and professional growth in the role of the advanced practice nurse

GNUR 562 Emergency Health Care Advanced Practice Practicum (1-6 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

The practicum course guides the student in a synthesis of content from nursing and related sciences and allows for the application of this knowledge to the role of the nurse practitioner in the emergency setting. Students will advance their proficiency in caring for patients that present across the lifespan and across acuity levels.

Outcomes:

1) Apply evidence-based practice strategies to assess and diagnose patients across the lifespan and across acuity levels that present with emergency/urgent conditions; 2) Implement management strategies in the treatment of patients in the emergency department setting; 3) Analyze the ethical, legal, and policy issues impacting advanced practice nursing care of patients that present in an emergency/urgent care setting; 4) Implement proficiency in procedural skills relevant to the evaluation, stabilization, resuscitation, and treatment of the patient in the emergency setting; 5) Integrate the appropriate use of consultation, collaboration, and referral to appropriate health care providers into management of patients in an emergency/urgent care setting

GNUR 570 DNP Scholarly Project: Planning (1 Credit Hour)

Pre- or co-requisites: GNUR 545

The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This 1 SH course focuses on skills necessary for planning a successful DNP scholarly project. Project identification within the student's area of advanced expertise, organizational needs assessment, and outlining the project are emphasized. Skills necessary for the implementation of a successful DNP scholarly project, including collaborative inter-professional team participation and leadership, communication, and methods for project management, are emphasized.

Outcomes:

Upon successful completion of this course, DNP students will apply project management principles in the identification of a feasible DNP Scholarly Project that reflects the student's practice expertise, is evidence-based and grounded in theory

GNUR 571 DNP Scholarly Project: Proposal and Pre-Implementation (2 Credit Hours)

Pre-requisites: DNP Scholarly Project: Planning

The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This 2 SH course entails 1 SH of on-line seminar and 1 SH (75 clock hours) of practicum experience. The seminar focuses on full development and writing of a succinct proposal which describes planning, implementing, evaluating, and disseminating a scholarly project. The project is designed to improve patient, practice, or organizational outcomes based on an organizational needs assessment that demonstrates feasibility and organization's readiness for student's proposed project. Development of relationships at the project site, and exploration/initiation of preliminary project steps are emphasized during the practicum hours.

Outcomes:

Upon successful completion of this course, DNP students will: 1) Incorporate findings from an organizational needs assessment into the development of a feasible scholarly project; 2) Defend a written project proposal which links scholarly experiences, use of evidence to improve either practice or patient outcomes or both

GNUR 572 DNP Scholarly Project: Project Implementation (2 Credit Hours)

Pre-requisites: GNUR 571 DNP Scholarly Project: Proposal and Pre-Implementation

The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This course combines 1 SH of didactic and scheduled on-line seminars throughout the semester with 1 SH (75 clock hours) of practicum experience. Project implementation is the focus of the practicum experience. Project management guidance is provided through on-line seminar sessions, in concert with Faculty Directors, and through communication with the student and external mentor. Students are expected to have a DNP Scholarly Project faculty director, an external member and an approved and willing project site in place prior to course entry.

Outcomes:

Upon successful completion of this course, DNP students will: 1) Implement DNP Scholarly Project using project management skills and competencies; 2) Demonstrate leadership skills in project implementation and management; 3) Apply problem-solving methods and change concepts during project management

GNUR 573 DNP Scholarly Project: Analysis and Dissemination (1 Credit Hour)

Pre-requisites: GNUR 572 DNP Scholarly Project: Implementation

The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This 1 SH seminar course guides DNP students through the completion of the DNP Scholarly Project, evaluation of project outcomes through analysis of process and outcome indicators, and dissemination. Methods for dissemination include sharing of project outcomes with project site stakeholders, completion of a manuscript, and exploration of a publication site.

Outcomes:

Upon successful completion of this course, DNP student will integrate project elements and data, demonstrating the use of evidence to improve patient or system outcomes

GNUR 598 Directed Study (1-6 Credit Hours)

Directed Study is a focused, defined, and substantive reading or research experience supervised by a faculty member. Directed study involves a close collaboration between the student, supervising faculty, and the academic advisor/chair in the design, scope, and expected student learning outcomes from the experience. Directed study may not be used as a substitute for an existing course or a cancelled course. Directed study credits may range from 1 to 3 semester hours. A course topic of Directed Readings or Directed Research may be requested to be entered on the transcript.

GNUR 600 Dissertation Supervision (0 Credit Hours)

This course focuses on continuing formation as a scholar through the development of the dissertation proposal. Using the student's dissertation plans as a reference point, the course will target strategies and competencies in generating and critically evaluating new knowledge, understanding the legacies of past and current work in the discipline and topic area, the transformational nature of knowledge, and the transformative work of communicating knowledge to others. Students are expected to maintain close and frequent contact with their dissertation chairperson/ committee members during their enrollment in the course. Two semesters in seminar format and thereafter the student works with the Dissertation Chair and committee in completing the dissertation

GNUR 605 Master's Study (0 Credit Hours)

Course designation for students who have completed their coursework and are completing the master's comprehensive examination. Enrollment in GNUR 605 is considered full-time study. Graded as credit (pass) or no credit (fail). This course can be taken twice.

GNUR 610 Doctoral Study (0 Credit Hours)

This course can only be taken two times during a doctoral student's career.

Maternal/Child Nursing (MCN)

MCN 401 Child/Family Health (3 Credit Hours)

Pre-requisites: B- or higher in GNUR 413, GNUR 425, and GNUR 442
MCN 401 is designed to prepare the Nurse Practitioner to assume responsibility for the coordination and management of health care for children, birth through adolescence. A developmental perspective is used to address the primary health care needs of the childrearing family with an emphasis on meeting the psychosocial and developmental needs of children and families. A major focus of the course is to prepare the student to assess, diagnose and manage selected common health problems of the pediatric population in primary care settings. Indications for collaboration, consultation, and/or referral to other members of the health care team are emphasized as an integral part of the nurse practitioner's role. The accompanying practicum offers the student an opportunity to exercise critical clinical judgment and implement theoretical knowledge in the management of the pediatric population, both in health and when experiencing common health problems.

MCN 414 Childbearing/Family (3 Credit Hours)

Pre-requisites: GNUR 413, GNUR 425 & GNUR 442 (minimum grade of B-)
This course will prepare the advanced practice nurse to manage the health care of essentially normal childbearing women during the prenatal and postpartum periods. Theories and knowledge from biological, behavioral, social and nursing sciences will be applied in the provision of care for childbearing women and families. Emphasis is on the concept of wellness during pregnancy, recognition of high-risk conditions requiring referral or collaborative practice, and the importance of support from family and community networks.

MCN 420 APN Practicum: Child/Family Health (1-3 Credit Hours)

Pre-requisites: GNUR 413, GNUR 425, and GNUR 442 (minimum grade of B-)

Co-requisites: MCN 401 (as prerequisite, minimum grade of B-)

This practicum course guides the student toward a synthesis of content from nursing and related sciences and the application of this knowledge to the advanced practice role of Nurse Practitioner in primary care. During each practicum, the student will care for patients progressing in complexity from health promotion and disease prevention to assessment and management of the most common acute, chronic, and complex health problems. The student's level of performance is expected to progress throughout the clinical practicum from requiring assistance to becoming primarily independent. Pre or

Course equivalencies: MCN 420 / MCN 406

MCN 516 Pediatric Primary Care NP Practicum (3 Credit Hours)*Pre-requisites:* MCN 401 Child/Family Health

This course guides the student toward a synthesis of content from nursing and related sciences, applying this knowledge to the role of the nurse practitioner in the primary care of pediatric patients. During this practicum experience, the student will care for children from birth through adolescence across a continuum from health promotion to the management of common health problems.

Outcomes:

At the successful completion of this practicum, students will be able to: 1) Perform a complete physical, psychological and social health assessment incorporating principles of child development, health promotion and health maintenance; 2) Provide developmentally appropriate teaching, counseling, and anticipatory guidance; 3) Apply preventive interventions and risk reduction strategies for infants through adolescents, and their families; 4) Evaluate cultural, spiritual, ethical, legal, financial, and policy factors that influence care in the clinical environment through a social justice lens; 5) Implement evidence-based, developmentally supportive plans of care for pediatric patients and their families; 6) Modify management plans according to clinical responses and changes in condition; 7) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes; 8) Demonstrate effective communication, collaboration and relationship building with patients, families, and interprofessional team members; 9) Analyze quality issues in the clinical setting, prioritizing patient safety and cost effectiveness

MCN 530 Topical Seminar for Nursing (1-5 Credit Hours)

These are seminars in specialty areas of nursing theory (e.g., Parse theory), methods (e.g., historical research, grounded methods), as well as concepts (e.g., spirituality, decision-making, bereavement). Students are encouraged to take those seminars to prepare them for their dissertation. Restricted to Graduate Nursing students.

Outcomes:

Students are expected to use the specialty information to further enhance their understanding of their research phenomenon

Medical/Surgical Nursing (MSN)

MSN 408 APN Practicum (1-9 Credit Hours)*Pre-requisites:* GNUR 413, GNUR 425 & GNUR 442 (minimum grade of B-)

This course prepares the student to understand that scholarly inquiry, evaluation of evidence, and the development of evidence-based practices/protocols form the foundation for evidence-based practice. Methods of operationalizing scholarly inquiry include understanding relationships among nursing theory, research, principles of epidemiology and practice; formulating research questions and evidence-based practice questions; identifying and appraising existing literature; critically evaluating research methodologies used in the study of an issue or problem; and applying inquiry to practice. The importance of the translation of scientific evidence to improve practice is emphasized. Social, cultural, political and ethical issues related to research are addressed, consistent with the Jesuit values surrounding social justice.

MSN 431 12-Lead ECG Interpretation (1 Credit Hour)

12-Lead ECG Interpretation is a summer course that promotes in-depth exploration of the significant diagnostic ECG challenges encountered in the advanced practice nursing environment. An understanding of the importance of clinical assessment skills and clinical judgment associated with diagnosis of clients in a variety of settings is an underlying assumption of faculty teaching this course. Included in this course are techniques for interpreting a variety of basic and advanced dysrhythmias and the ECG changes associated with bundle branch block, myocardial ischemia and infarct, atrial and ventricular hypertrophy, electrolyte imbalance, drug effects on the ECG, and other miscellaneous changes. Diagnostic characteristics, causes of the disorder, clinical significance, and management strategies will be highlighted. The student will be provided with opportunities for practicing 12-lead ECG interpretation using a variety of media.

MSN 432 Diagnostic Imaging for Advanced Practice Nurses (1 Credit Hour)

This course offers the advanced practice registered nurse (APRN) basic principles of radiographic interpretation. A systematic approach to interpret chest x-rays (CXR) will be discussed. Normal and abnormal findings commonly seen in emergency departments and critical care areas are presented. Correlation between symptoms and radiographs will be delineated. Common indications for obtaining a plain x-ray, CT, or MRI and orthopedic injury will be discussed in regard to patient safety, cost contained care and optimization of outcome.

MSN 433 Suturing and Acute Wound Management (1 Credit Hour)

This course is designed to enable the APRN student to obtain the theoretical knowledge and practical skills necessary to assess and manage acute wounds. This didactic/lab course discusses principles of wound care and teaches students techniques of wound closure including pain control, basic suturing and advanced skin closures; management of infections and injuries to the skin, hands and feet; and simple incision and drainage of abscesses. The student will be able to practice advanced skills that essential in the clinical management of the patient with acute wounds.

MSN 447 CNS Practice Across the Adult Age Spectrum (3 Credit Hours)

This course promotes in-depth exploration of significant clinical problems occurring in adult health patients from the vantage point of the advanced practice nurse prepared as a clinical nurse specialist (CNS). This course will prepare the CNS student for expert clinical practice and the competencies to translate clinical expertise into quality, cost-effective outcomes for adult patients. A major focus of the course is to prepare CNS students to assume responsibility for coordination, management and assurance of safety and quality of care of adult patients across the three spheres of influence: patient/client, nurses and nursing practice, organization/system of adult health patients. Attention will be directed to identifying and analyzing selected problems, designing effective advanced nursing interventions and evaluating health care outcomes related to adult health patients. Special consideration will be given to the top Medicare diagnoses, National Patient Safety Goals, CMS core performance measures, and new models for healthcare delivery. Indications for leadership, collaboration and consultation with other health care professionals are emphasized to insure optimal clinical management and achievement of evidence-based outcomes for the hospitalized adult patient. Strategies for improving the quality of health care through patient safety interventions and strategies are incorporated into patient care protocols at the individual, group and system level. The subsequent APN practicum offers the student an opportunity to exercise critical judgment and implement theoretical knowledge in the coordinating and managing the care of adults experiencing acute and chronic health problems.

MSN 449 Management of Complex Adult Health Problems (3 Credit Hours)

One course of a three-course sequence, MSN 449 is designed to prepare the Nurse Practitioner to assume the responsibility for coordination and management of adult/older adult health care. A major focus of the course is to prepare the student to assess and manage selected complex health problems of adults/older adults in primary care settings. Indications for collaboration, consultation, and/or referral to other health care providers are emphasized as an integral part of the nurse practitioner's role. The accompanying practicum offers the student an opportunity to exercise critical judgment and implement theoretical knowledge in the management of care of adults/older adults who are experiencing complex health problems.

Outcomes:

1) Analyze pathophysiologic and psychosocial components of complex health problems while doing client assessments; 2) Select appropriate and cost effective diagnostic tests and procedures for complex health problems; 3) Choose appropriate and cost effective traditional and alternative therapeutic approaches in the management of complex health problems, with emphasis on health restoration and maintenance; 4) Formulate prognoses and expected outcomes for persons with complex health problems; 5) Determine when consultation and collaboration with and referral to appropriate health care providers are necessary; 6) Design an appropriate plan of care for the adult /older adult with complex health problems synthesizing knowledge from ethics, research, and biological, behavioral, and nursing science; 7) Evaluate the management outcomes of adults with complex health problems and revise management as appropriate

MSN 485 APN Practicum: Adult/Older Adult Acute Care NP (1-12 Credit Hours)

Pre-requisites: GNUR 413, GNUR 425 & GNUR 442 (minimum grade of B-) This clinical practicum is designed to guide the student toward the development of scientific knowledge and advanced practice skills in the area of acute care nursing. The attainment of this advanced practice mastery involves the synthesis of concepts, knowledge and skills gained in the previous courses applied to the care of the acutely ill adult patient. Course content focuses primarily on the advanced practice of acute care nursing and guides the student toward an actualization of the role of the acute care practitioner. The student will care for the acute care patient from admission to the tertiary care center through discharge/rehabilitation when possible. Through the use of nursing frameworks, nursing diagnosis, the nursing process, application of advanced knowledge, and advanced practice skills, the student will develop strategies for the nursing management of the critically ill patient. Professional, legal, cultural and ethical implications are presented. The practicum offers the student opportunities to work with the interdisciplinary team and to develop skills necessary for advanced practice nursing, advanced management, and exploration of research in the area of acute care nursing. Clinical seminars will include discussion of concepts that have been introduced in previous courses and will be built upon with added depth. A grand rounds/case study approach will be utilized with cases cared for by students in the clinical arena. Other possible topics include: implementation of the advanced practice nursing role, social support, patient advocacy, vulnerable populations, cultural diversity, contracting, credentialing, privileging, etc. Seminars will also include identification of ethical issues in the students' practice, application of research findings, applying a Jesuit philosophy in the care of the acutely ill individual or family, and individual development of a philosophy of advanced practice nursing. Seminars will include student and faculty-led discussions.

MSN 510 Clinical Practicum for Advanced Practice in the CNS role (2-4 Credit Hours)*Pre-requisites:* MSN 447 CNS Practice Across the Adult Age Spectrum

This practicum course guides the student toward a synthesis of concepts and content from nursing and related sciences, and toward the application of this knowledge to the advanced practice nursing of patients across the adult age spectrum. Clinical Nurse Specialist (CNS) students are prepared to impact three spheres: client, nurse/ nursing practice and the healthcare system. This course prepares students to make important contributions to health care including: disseminating new knowledge; designing and evaluating innovative strategies to improve quality of care and safety in all settings; improving systems of care; providing leadership that promotes interprofessional collaboration; and influencing and shaping health policy. Clinical experiences are provided in clinical areas related to the student's population as well as area of specialization in order to demonstrate achievement of quality, cost-effective, patient focused outcomes across all three spheres of impact.

Outcomes:

At the end of the course the student will be able to: 1) Apply nursing health related models in the clinical practice setting; 2) Collaborate with the interprofessional team to support and improve patient outcomes; 3) Demonstrate the role of the CNS across the three spheres of impact: client, nurse/ nursing practice, and the healthcare system; 4) Design, deliver and evaluate evidence-based solutions to health-care problems that represent translation of best evidence into practice; 5) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes; 6) Incorporate teaching-learning principles in meeting the educational needs of patients, their families, professional nursing staff, and the community at large; and 7) Analyze psychosocial, legal, ethical, political, and spiritual factors relevant to advanced nursing practice across the three spheres of impact

MSN 516 Adult Gerontology Acute Care NP Practicum (2-5 Credit Hours)*Pre-requisites:* GNUR 536 Mgmt of Adults with Acute/Critical Conditions I and 538 Mgmt of Adults with Acute/Critical Conditions II

This practicum course guides the student toward a synthesis of content from nursing and related sciences and the application of this knowledge to the advanced practice role of the nurse practitioner in acute care. The practicum offers the student opportunities to work with the interprofessional team and to develop skills necessary for advanced practice nursing, including advanced management and exploration of evidence in the area of acute care nursing.

Outcomes:

1) Assess acutely ill adults applying nursing, behavioral and natural sciences concepts; 2) Collaborate with an interprofessional team in providing care to acutely ill patients in primary, secondary and tertiary health care settings; 3) Apply evidence-based strategies to the management of acutely ill adults; 4) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes; 5) Incorporate teaching-learning principles in meeting the educational needs of patients, families, and the community at large; 6) Examine quality improvement issues in the clinical setting, prioritizing patient safety and cost effectiveness; 7) Evaluate cultural, spiritual, ethical, legal, financial, and policy factors that influence care in the clinical environment through a social justice lens