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### Description


### Course Outcome


### Prerequisite

None

### Corequisite


NURS 506 Special Projects

Total Credits 3 1-3

Description

Course Outcome

Prerequisite  None

Corequisite
NURS 507B Fundamentals of Teaching Nurse-Midwifery Students

Total Credits 3

Description
This course is designed as an overview of fundamental principles classroom and clinical teaching applied to the education of nurse-midwives. Content will include principles of adult learning, teaching and learning styles, clinical supervision and mentoring, competency based education and evaluation of learning. Required for all nurse-midwifery students.

Course Outcome
At the conclusion of this course, the student will be able to:
1. Analyze principles of adult learning and competency-based education as they apply to the classroom and clinical teaching of nurse-midwifery students.
2. Develop curricular materials and evaluation strategies in a defined area of midwifery practice.
3. Analyze teaching/learning styles and techniques and their impact upon clinical mastery of nurse-midwifery content, clinical judgement and psychomotor skills.

Prerequisite
None

Corequisite
3
<table>
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<tr>
<th>Course Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>NURS 507D</td>
<td>The course is designed to provide practicum experience in nurse-midwifery education for second year nurse-midwifery students. Students will be given the opportunity, with direct supervision of faculty to develop and present classroom materials, to supervise first year students in selected clinical situations and to develop both classroom and clinical evaluation tools.</td>
</tr>
</tbody>
</table>

**Course Outcome**

**Prerequisite** None

**Corequisite** 4
NURS 508

Concepts for Advanced Nursing Practice: Roles & Ethics

Total Credits 3

Description
This course focuses on current and emerging advanced nursing practice roles and the ethical aspects of inter-professional practice, scholarship, and health care delivery.

Course Outcome
Upon successful completion of this course, the student will be able to:
1. Examine current and emerging roles of advanced nursing practice.
2. Apply an ethical framework to advance nursing practice.
3. Examine leadership roles for advanced nursing practitioners within the context of the inter-professional team.

Prerequisite
Graduate Standing

Corequisite
### Advanced Clinical Practicum

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#### Description
Course description to be developed between faculty and student taking this clinical practicum. Open number for practicum hours to be counted in program of study for academic credit. Does not replace required practicum in specialty program of study. Used for special situations in which a student requires additional practicum hours to be counted for academic credit.

#### Course Outcome

#### Prerequisite
None

#### Corequisite
NURS 509A

Total Credits 6

Description
This practicum course develops and refines a student's competency in managing: a caseload, a population, an educational program, or health services. Within one of these contexts, the student takes a role in initiating, managing, or sustaining collaborative efforts related to change and improvement of health services. This practicum may be taken for variable credit.

Course Outcome
1. Refine the use of various processes such as consultation, collaboration and negotiation in order to establish a leadership role in addressing a community-defined population need.

2. Use change strategies to implement changes in nursing education, nursing practice, or in health services based on an analysis of significant organizational or system processes and relationships that facilitate or impede change efforts.

3. Contribute to interdisciplinary efforts directed toward improvement of community health services.

Prerequisite
Permission of Instructor

Corequisite
**NURS 509AA/609AA**

Practicum in Teaching

| Total Credits | 3 | 1-3 |

**Description**
This course provides students with the opportunity to design, implement, and evaluate a variety of learning experiences appropriate to the course environment and outcomes expected of the designated learners. Opportunity to use several different teaching modalities will be provided, including classroom, seminar, clinical, laboratory and online.

**Course Outcome**
At the completion of NURS 509AA/students will:
1. Design, implement and evaluate appropriate learning activities for a designated student group.
2. Develop, implement and evaluate learning activities in two or more modalities.
In addition, students enrolled in NURS 609AA will be able to:
3. Reflect on teaching experiences, identifying teaching practices that were effective, and which need some improvement, linking experience to literature on teaching learning.

**Prerequisite**
NURS 561/661, NURS 562/662, NURS 564/664, or permission of instructor

**Corequisite**

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**Description**

This practicum course focuses on supervised clinical practice in the pharmacological management of individual clients, as well as other learning activities to promote understanding of pharmacological interventions.

**Course Outcome**

Provide pharmacological interventions to treat a full range of illnesses and health conditions in one’s area of clinical specialty.

a) Use appropriate assessment and diagnostic data to diagnose signs and symptoms of illnesses and health conditions.

b) Prescribe medications for the identified illness or health condition based on current understanding of etiology and risk-benefit analysis, as well as research and clinical evidence.

c) Write prescriptions with all required components.

d) Consider individual characteristics of each patient, including culture, belief system, spirituality, ethnicity, gender, age and co-morbidities in conducting assessments, planning interventions and providing patient education.

e) Obtain relevant baseline data and provide follow up monitoring of medication interventions, including all relevant laboratory findings.

f) Evaluate the impact of pharmacological interventions on outcomes of care, and adjust intervention strategies according to outcome evaluation.

**Prerequisite**

Successful completion of pharmacology, physical assessment, and pathophysiology courses meeting OSBN Division 56 requirements. Appropriate specialty-specific prerequisites. Unencumbered Oregon Clinical Nurse Specialist or Nurse Practitioner limited or full certificate. Approval of Pharmacological Management Practicum Plan and objectives by OHSU School of Nursing faculty. OSBN limited license for prescriptive practicum. Permission of instructor.

**Corequisite**
NURS 509BB

Clinical Practica with Psychiatric Mental Health Clients

Total Credits 3

Description
This course provides an opportunity for graduate students to apply concepts from didactic coursework into clinical practice with psychiatric mental health clients, their families and/or community, according to their defined scope of practice. Students are responsible for defining a set of clinical goals for each practicum and identifying a setting and preceptor to assist with accomplishing those goals.

Course Outcome
1. Develop clinical competency in administering and interpreting the results of a variety of psychiatric mental health clinical assessment tools.
2. Apply advanced clinical knowledge to the design, implementation, evaluation and teaching of clinical care.

Prerequisite
successful completion of required Psychiatric Mental Health Nurse and Nursing Education courses

Corequisite
NURS 509CA

Basic Principles of Anesthesia I Lab

Total Credits 1

Description
This laboratory course is designed to compliment the didactic course, Basic Principles of Anesthesia I, by providing students with hands on experiences in a controlled simulated clinical environment.

Course Outcome
Students will be able to demonstrate skill in the following areas:
1. Pre-operative patient evaluation, Health and Physical presentation
2. Patient monitoring and positioning, basic OR table operation
3. Assessment and management of patient airway
4. Anesthesia gas machine check and cart set-up
5. Intravenous catheter and arterial line placement
6. Pre-operative evaluation and risk assessment
7. Development of the anesthesia plan

Prerequisite
Admission to Nurse Anesthesia Program Concurrent: NURS 531

Corequisite
NURS 509CB

Total Credits 1

Description
This laboratory course is designed to compliment the didactic portion Basic Principles of Anesthesia II by providing students with hands on experiences in a controlled simulated clinical environment. Highly structured clinical opportunities will be provided to allow integration of simulated acquired skills into real time patient care experiences.

Course Outcome
Students will be able to demonstrate skill in the following areas:
1. Perform anesthesia induction sequencing at a basic skill level.
2. Safely manage basic anesthesia for patients throughout the peri-operative period.

Prerequisite
NURS 509CA, NURS 531 Concurrent: NURS 532

Corequisite
NURS 509CC

Advanced Principles of Anesthesia I Lab

Total Credits 2

Description
This laboratory course is designed to complement the didactic portion Advanced Principles of Anesthesia I by providing students with hands-on experiences in a controlled simulated clinical environment. Highly structured clinical opportunities will be provided to allow integration of simulated acquired skills into real time patient care experiences.

Course Outcome
Students will be able to demonstrate skill in the following areas:
1. Planning, implementing and evaluating an anesthetic plan of care for diverse patient populations requiring a variety of specialty surgical procedures.
2. Integration of evidence based research findings into the anesthesia plan of care for diverse patients requiring a variety of specialty surgical procedures.

Prerequisite
NURS 509CB, NURS 532 Concurrent: NURS 533

Corequisite
NURS 509CD

Advanced Principles of Anesthesia II Lab

Total Credits 2

Description
This laboratory course is designed to complement the didactic portion Advanced Principles of Anesthesia II by providing students with hands on experiences in a controlled simulated clinical environment. Highly structured clinical opportunities will be provided to allow integration of simulated acquired skills into real time patient care experiences.

Course Outcome
Students will be able to demonstrate skill in the following areas:
1. Planning, implementing and evaluating an anesthetic plan of care for highly specialized patients, problems and conditions.
2. Integration of evidence based research findings into the anesthesia plan of care for highly specialized patients, problems and conditions.

Prerequisite
NURS 509CC, NURS 533 Concurrent: NURS 534

Corequisite
NURS 509CE

Advanced Clinical Practicum in Anesthesia I

Total Credits 6

Description
This initial clinical practicum course introduces the student to the practice of nurse anesthesia in the clinical setting. Under direct supervision, students acquire the basic and advanced knowledge and skills that will serve as the foundation for nurse anesthesia clinical practice. Topical seminars utilize evidence-based research to enhance students’ nurse anesthesia knowledge development.

Course Outcome
1. Define concepts and theories of basic and advanced biophysical and psycho-social principles in the delivery of anesthesia care for patients with common pathophysiological conditions and co-existing diseases.
2. Relate basic and advanced biophysical and psychosocial principles, including physiological alterations and therapeutic drugs, in the planning, implementation and evaluation of the anesthesia management of patients with common pathophysiological conditions and co-existing diseases.
3. Under direct supervision, the novice student will demonstrate basic level of knowledge and skills in the care of ASA Classification type I and II patients in the following areas:
   - Pre-operative assessment and development of a care plan
   - Equipment selection and preparation
   - Airway evaluation and management
   - Selection and use of monitoring modalities
   - Rational selection and use of pharmacologic agents
   - Induction, maintenance, and emergence sequencing
   - Accurate and timely documentation
   - Fluid management and patient positioning
   - Interpretation of pertinent lab data
   - Monitored anesthesia care (IV sedation) techniques
   - Continuity of care in the peri-operative setting

Prerequisite
NURS 509CD, NURS 534, and NURS 537

Corequisite
Advanced Clinical Practicum in Anesthesia II

NURS 509CF

Total Credits 12

Description
This second clinical practicum course expands the student’s understanding of the practice of nurse anesthesia in the clinical setting. With continual guidance, students apply basic and advanced knowledge and skills necessary for daily nurse anesthesia clinical practice. Topical seminars utilize evidence-based research to enhance students’ nurse anesthesia knowledge development.

Course Outcome
1. Describe concepts and theories of basic and advanced biophysical and psycho-social principles in the delivery of anesthesia care for patients with common pathophysiological conditions and co-existing diseases.
2. Select basic and advanced biophysical and psychosocial principles, including physiological alterations and therapeutic drugs, in the planning, implementation and evaluation of the anesthesia management of patients with common pathophysiological conditions and co-existing diseases.
3. With continual guidance, the novice student will demonstrate basic level of knowledge and skills in the care of ASA Classification type I and II patients in the following areas:
   - Pre-op assessment and development of care plan
   - Equipment selection and preparation
   - Airway evaluation and management
   - Selection and use of monitoring modalities
   - Rationale, selection and use of pharmacologic agents
   - Induction, maintenance and emergence sequencing
   - Accurate and timely documentation
   - Fluid management and patient positioning
   - Interpretation of pertinent lab data
   - Monitored anesthesia care (IV sedation) techniques
   - Continuity of care in the peri-operative setting

Prerequisite
NURS 509CE

Corequisite
Advanced Clinical Practicum in Anesthesia III

NURS 509CG

Total Credits 12

Description
This third clinical practicum course enhances the student’s understanding of the practice of nurse anesthesia in the clinical setting. With moderate guidance, students begin to integrate advanced knowledge and skills necessary for daily nurse anesthesia clinical practice. Topical seminars utilize evidence-based research to enhance students’ nurse anesthesia knowledge development.

Course Outcome
1. Apply concepts and theories of basic and advanced biophysical and psycho-social principles in the delivery of anesthesia care for patients with uncommon/advanced pathophysiological conditions and co-existing diseases.
2. Employ specialized advanced biophysical and psychosocial principles, including physiological alterations and therapeutic drugs, in the planning, implementation and evaluation of the anesthesia management of patients with common pathophysiological conditions and co-existing diseases.
3. With moderate guidance, the advanced beginner student will demonstrate basic level of knowledge and skills in the care of ASA Classification type I, II, III, IV, and V patients in the following areas:
   - Pre-op assessment and development of care plan
   - Equipment selection and preparation
   - Airway evaluation and management
   - Selection and use of monitoring modalities
   - Rationale, selection and use of pharmacologic agents
   - Induction, maintenance and emergence sequencing
   - Accurate and timely documentation
   - Fluid management and patient positioning
   - Interpretation of pertinent lab data
   - Monitored anesthesia care (IV sedation) techniques
   - Continuity of care in the peri-operative setting

Prerequisite
NURS 509CF

Corequisite
Advanced Clinical Practicum in Anesthesia IV

Total Credits 12

Description
This fourth clinical practicum course refines the student’s understanding of the practice of nurse anesthesia in the clinical setting. With minimal guidance, students integrate advanced knowledge and skills necessary for daily nurse anesthesia clinical practice. Topical seminars utilize evidence-based research to enhance students’ nurse anesthesia knowledge development.

Course Outcome
1. Analyze concepts and theories of basic and advanced biophysical and psycho-social principles in the delivery of anesthesia care for patients with uncommon/advanced pathophysiological conditions and co-existing diseases.
2. Examine specialized advanced biophysical and psychosocial principles, including physiological alterations and therapeutic drugs, in the planning, implementation and evaluation of the anesthesia management of patients with common pathophysiological conditions and co-existing diseases.
3. With minimal guidance, the advanced beginner student will demonstrate basic level of knowledge and skills in the care of ASA Classification type I, II, III, IV, and V patients in the following areas:
   - Pre-op assessment and development of care plan
   - Equipment selection and preparation
   - Airway evaluation and management
   - Selection and use of monitoring modalities
   - Rationale, selection and use of pharmacologic agents
   - Induction, maintenance and emergence sequencing
   - Accurate and timely documentation
   - Fluid management and patient positioning
   - Interpretation of pertinent lab data
   - Monitored anesthesia care (IV sedation) techniques
   - Continuity of care in the peri-operative setting

Prerequisite
NURS 509CG

Corequisite
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Course Outcome

1. Compare concepts and theories of basic and advanced biophysical and psycho-social principles in the delivery of anesthesia care for patients with uncommon/advanced pathophysiological conditions and co-existing diseases.

2. Evaluate the utility of specialized advanced biophysical and psychosocial principles, including physiological alterations and therapeutic drugs, in the planning, implementation and evaluation of the anesthesia management of patients with common pathophysiological conditions and co-existing diseases.

3. With little prompting, the student will demonstrate competence in the care of ASA Classification type I, II, III, IV, and V patients in the following areas:
   - Pre-op assessment and development of care plan
   - Equipment selection and preparation
   - Airway evaluation and management
   - Selection and use of monitoring modalities
   - Rationale, selection and use of pharmacologic agents
   - Induction, maintenance and emergence sequencing
   - Accurate and timely documentation
   - Fluid management and patient positioning
   - Interpretation of pertinent lab data
   - Monitored anesthesia care (IV sedation) techniques
   - Continuity of care in the peri-operative setting

Prerequisite

NURS 509CH

Corequisite
## Practicum in Adult-Gerontology Acute Care I

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**Total Credits** 2

### Description
In this first clinical practicum course, concepts learned in the Health Assessment course will be applied in a clinical setting. The primary focus of this course is to further develop clinical assessment, diagnostic reasoning, and bedside case presentation skills. Students perform comprehensive clinical assessments, including planning appropriate diagnostics, patient education, family interactions, and therapeutic interventions. This course acts as the initial preparation for the four-term clinical practicum series. Clinical placements are selected on the basis of a patient population within the AGACNP scope of practice. Students participate in a weekly clinical conference seminar.

### Course Outcome
1. Utilize the electronic medical record to collect and present patient-related clinical data.
2. Describe the components of an oral case presentation and begin to present complex clinical cases in this format.
3. Demonstrate the fundamentals of clinical reasoning skills including differential diagnosis, diagnosis, and diagnostic testing.
4. Effectively communicate, both orally and in writing, with patients and colleagues.
5. Demonstrate appropriate diagnostic and interventional treatment strategies of common medical and surgical conditions.

### Prerequisite
NURS 515B, NURS 519, NURS 517, NURS 529

### Corequisite
NURS 526A
NURS 509GB

Total Credits 3

Description
This second clinical practicum initiates a four term (year-long) series of clinical rotations focusing on the clinical management of patients, adolescent to geriatric age, with complex chronic, acute and critical illness and injury. Clinical placements are arranged by faculty and will include participation on a variety of interprofessional medical and surgical teams. Clinical rotations require students to perform as a member on a clinical team. Students will have a variety of team specific duties assigned to them, including the evaluation and management of patients, and participation in team based educational opportunities. Clinical conferences will focus on student case presentations for diagnostic reasoning and clinical intervention. Conference may include acute care journal club and discussions of selected practice specific topics.

Course Outcome
1. Use oral case presentations to present patient information in an organized and logical fashion for basic patient issues.
2. Demonstrate the ability to synthesize and summarize information in oral and written forms.
3. Develop and negotiate basic treatment plans with colleagues, patients, and their families.
4. Develop effective communication and relational skills for interdisciplinary clinical practice.
5. Discuss special topics in Acute Care including consent and futility.
6. Demonstrate skills in the interpretation of the Acute Care evidence-based practice scientific literature.
7. Develop an assessment and initial plan in each case presentation based on team/preceptor input, textbook reading or medical literature.

Prerequisite
NURS 509GA

Corequisite

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**Description**

This third clinical practicum continues a four term (year-long) series of clinical rotations focusing on the clinical management of patients, adolescent to geriatric age, with complex chronic, acute and critical illness and injury. Clinical placements are arranged by faculty and will include participation on a variety of interprofessional medical and surgical teams. Clinical rotations require students to perform as a member on a clinical team. Students have a variety of team specific duties assigned to them, including the evaluation and management of patients, and participation in team based educational opportunities. Clinical conferences will focus on student case presentations for diagnostic reasoning and clinical intervention. Conference may include acute care journal club and discussions of selected practice specific topics.

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**Course Outcome**

1. Participate as a student learner on a variety of acute care clinical teams focusing on the care of complex chronic, acute and critical illness and injury.
2. Synthesize and present relevant clinical information with a prioritized differential diagnosis and plan appropriate to the setting and audience (primary team, consulting team, other).
3. Synthesize and summarize complex patient information clearly in oral and written forms.
4. Elicit and address patients' concerns, needs, and preferences and incorporate them into management plans.
5. Show how to contribute and learn in a team or group environment and demonstrate respectful communication with interprofessional colleagues.
6. Demonstrate skills in how to interpret Acute Care evidence-based practice scientific literature and apply it to patient care.
7. Discuss specific clinical literature and its application to Acute Care evidenced based practice.

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**Prerequisite**

NURS 509GB

**Corequisite**

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NURS 509GD

Total Credits 4

Description
This clinical practicum continues a four term (year-long) series of clinical rotations focusing on the clinical management of patients, adolescent to geriatric age, with complex chronic, acute and critical illness and injury. Clinical placements are arranged by faculty and will include participation on a variety of interprofessional medical and surgical teams. Clinical rotations require students to perform as a member on a clinical team. Students will have a variety of team specific duties assigned to them, including the evaluation and management of patients, and participation in team based educational opportunities. Clinical conferences will focus on student case presentations for diagnostic reasoning and clinical intervention. Conference may include acute care journal club and discussions of selected practice specific topics.

Course Outcome
1. Participate as a student learner on a variety of acute care clinical teams focusing on the care of complex chronic, acute and critical illness and injury.
2. Synthesize and summarize highly complex patient information clearly in oral and written form.
3. Elicit, interpret, and address patients' concerns and needs by employing effective listening skills, including non-verbal and verbal skills and incorporate these into mutually acceptable management plans.
4. Communicate effectively and show accountability and reliability within interdisciplinary clinical practice.
5. Develop skills for interpretation of the Acute Care evidence based practice scientific literature.
6. Discuss specific clinical literature and its application to Acute Care evidence-based practice.

Prerequisite
NURS 509GC

Corequisite
NURS 509GG

Clinical Practica with Older Adults

Total Credits 3 1-3

Description
This course provides the potential for clinical placements in students’ home communities throughout the year, dependent on appropriate supervision. In addition, clinical intensives will be offered in specialty clinics at the OHSU Portland campus and will provide opportunities for in-depth advanced practice experiences with clients experiencing a variety of conditions, including dementia, depression, frailty, incontinence, and end-of-life issues.

Course Outcome
Upon completion of the course, the student will be able to:
Nursing Education Students
Develop clinical competency in administering and interpreting the results of a variety of geriatric assessment tools.
Advanced Practice Students
Develop clinical competency in the assessment and management of common geriatric syndromes.

Prerequisite
None

Corequisite
NURS 509GI

Diagnostic and Clinical Lab I, Adult Gerontology Acute Care

Total Credits 1

Description
This is the first course in a four-term series of laboratory courses that focus on the development of clinical skills in a laboratory setting, including the use of high-fidelity simulation to refine diagnostic reasoning and clinical interventions. The course includes content on a variety of diagnostic and interventional procedures such as interpretation of 12-lead electrocardiograms, radiographs, hemodynamics, and clinical lab values. An introduction to a variety of clinical procedures are included, such as arterial line placement, central line placement, pulmonary artery catheterization, endotracheal intubation, and wound closure (suturing). This course series is designed to support and reinforce the didactic content taught in the 526 Adult Gerontology Acute Care Management course. Efforts are made to connect content from the management series to this laboratory course on a weekly basis.

Course Outcome
At the completion of this course students will be able to:
1. Read and interpret select diagnostic tests, including 12-lead EKG interpretation and radiographs.
2. Develop specific procedural skills specific to the needs of the patient.
3. Apply appropriate diagnostic and interventional treatment strategies to simulated patients.
4. Demonstrate a professional and ethical manner in collaboration with the health care team.
5. Conduct patient/case presentations appropriate to the patient scenario.

Prerequisite
NURS 526B

Corequisite
NURS 509GJ

Diagnostic and Clinical Lab II, Adult Gerontology Acute Care

Total Credits 1

Description
This is the second course in a four term series of laboratory courses that continue to focus on the development of clinical skills in a laboratory setting, including the use of high-fidelity simulation to refine diagnostic reasoning and clinical interventions. The course includes content on a variety of diagnostic and interventional procedures such as interpretation of 12-lead electrocardiograms, radiographs, hemodynamics, and clinical lab values. An introduction to a variety of clinical procedures are included, such as arterial line placement, central line placement, pulmonary artery catheterization, endotracheal intubation, and wound closure (suturing). This course series is designed to support and reinforce the didactic content taught in the 526 Adult Gerontology Acute Care Management course. Efforts are made to connect content from the management series to this laboratory course on a weekly basis.
Prerequisites: NURS 526C

Course Outcome
At the completion of this course students will be able to:
1. Select, justify, and interpret diagnostic clinical tests and imaging for common medical and surgical problems based on patients' clinical presentations.
2. Observe, assist, or perform procedures and skills as appropriate for the discipline.
3. Apply and modify, as needed, appropriate diagnostic and interventional treatment strategies to simulated patients.
4. Research medications, labs, and pathophysiology of disease processes and apply diagnostic and interventional treatment strategies to simulated patients.
5. Communicate effectively and respectfully with all members of the interprofessional team.
6. Use case presentations to accurately present patient information to faculty and clinical team.

Prerequisite
NURS 526C

Corequisite
NURS 509GK

Diagnostic and Clinical Lab III, Adult Gerontology Acute Care

Total Credits 1

Description
This is the third course in a four term series of laboratory courses that continue to focus on the development of clinical skills in a laboratory setting, including the use of high-fidelity simulation to refine diagnostic reasoning and clinical interventions. The course includes content on a variety of diagnostic and interventional procedures such as interpretation of 12-lead electrocardiograms, radiographs, hemodynamics, and clinical lab values. An introduction to a variety of clinical procedures are included, such as arterial line placement, central line placement, pulmonary artery catheterization, endotracheal intubation, and wound closure (suturing). This course series is designed to support and reinforce the didactic content taught in the 526 Adult Gerontology Acute Care Management course. Efforts are made to connect content from the management series to this laboratory course on a weekly basis.

Course Outcome
At the completion of this course students will be able to:
1. Select, justify, and interpret diagnostic clinical tests and imaging for medical and surgical problems based on patients' clinical presentations.
2. Perform common procedures safely and correctly with attention to patients' comfort.
3. Reason through clinical problems using a systematic approach that includes the generation of problem lists and hypotheses, and construction of differential diagnoses.
4. Demonstrate respect, compassion, accountability, dependability, and integrity when interacting with peers and interprofessional healthcare providers.
5. Present case and/or patient information in an organized, accurate, and logical fashion, and tailor the presentation to the setting.

Prerequisite
NURS 526D

Corequisite
# Diagnostic and Clinical Lab IV, Adult Gerontology Acute Care

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## Description

This is the fourth and final course in a four term series of laboratory courses that continue to focus on the development of clinical skills in a laboratory setting, including the use of high-fidelity simulation to refine diagnostic reasoning and clinical interventions. The course includes content on a variety of diagnostic and interventional procedures such as interpretation of 12-lead electrocardiograms, radiographs, hemodynamics, and clinical lab values. An introduction to a variety of clinical procedures are included, such as arterial line placement, central line placement, pulmonary artery catheterization, endotracheal intubation, and wound closure (suturing). This course series is designed to support and reinforce the didactic content taught in the 526 Adult Gerontology Acute Care Management course. Efforts are made to connect content from the management series to this laboratory course on a weekly basis.

## Course Outcome

At the completion of this course students will be able to:

1. Select, justify, and accurately interpret diagnostic clinical tests and imaging.
2. Demonstrate all necessary skills and dexterity in a professional manner to perform specific diagnostic and interventional procedures.
3. Reason through clinical problems using a systematic approach that includes the generation of problem lists, differential diagnoses, diagnostic strategies and clinical interventions for complex simulated patients.
4. Demonstrate effective communication with consultants and referred patients.
5. Establish and troubleshoot collaborative and constructive relationships with consulting interprofessional teams, patients and families.
6. Present cases efficiently and accurately to faculty and clinical team, including reporting of information and development of an assessment and plan.

## Prerequisite

NURS 526E

## Corequisite


**Description**

This final clinical practicum completes a series of clinical rotations focusing on the clinical management of patients, adolescent to geriatric age, with complex chronic, acute and critical illness and injury. Clinical placements are arranged by faculty and will include participation on a variety of interprofessional medical and surgical teams. Clinical rotations require students to perform as a member on a clinical team. Students have a variety of team specific duties assigned to them, including the evaluation and management of patients, and participation in team based educational opportunities. Clinical conferences will focus on student case presentations for diagnostic reasoning and clinical intervention. Conferences may include acute care journal club and discussions of selected practice specific topics.

**Course Outcome**

1. Participate as a student learner on a variety of acute care clinical teams focusing on the care of complex chronic, acute and critical illness and injury.
2. Present highly complex clinical encounters including reporting of information and development of an assessment and plan efficiently and accurately.
3. Communicate oral and written clinical information that accurately and efficiently summarizes patient data.
4. Use problem solving skills, clinical decision-making and one's own clinical experience to solve basic clinical problems with a systematic approach that includes the generation of problem lists, hypotheses and construction of focused, prioritized differential diagnoses.
5. Demonstrate respect, compassion, accountability, dependability, and integrity when interacting with peers, interprofessional healthcare providers, patients and families.
6. Demonstrate curiosity, objectivity, and the use of scientific literature in acquisition of knowledge, and in applying it to patient care.

**Prerequisite**

NURS 509GD

**Corequisite**
NURS 509HS

Practice in Leading Effective Organizations

Total Credits 3 1-3

Description

Based on extending the learner’s skill set, the student will be advised and guided through a variety of practice settings. The students prior to this course will be assessed based on the MN Program General Competencies, the MN Health Systems and Organizational Leadership Competencies, and the Master’s Essentials Competencies. Appropriate Leadership settings will be selected to allow the student to complete or extend their competencies. Course may be retaken for a total of 7 credits over the course of the program.

Course Outcome

On successful completion of this course, the student will be able to meet the following MN Program Competencies: General Competencies 1. Demonstrate advanced knowledge in a specialty area of nursing practice. 2. Uses emerging information technologies to access current research and health care data. 3. Critically evaluate evidence to make sound and ethically grounded clinical judgments. 4. Demonstrate the leadership skills essential for influencing organizational policy and improving patient care outcomes. Competencies – Health Systems and Organizational Leadership 1. Apply advanced knowledge of nursing and health systems theories to positively impact organizational, care delivery and policy outcomes at a population level. 2. Integrate nursing and health systems knowledge in leading and advocating for the design, implementation, and improvement of sustainable person-center practice models. 3. Maximize the use of human capital to impact clinical care, quality outcomes, and evidence-based policies within complex adaptive health systems. 4. Use information, quality science, and knowledge management tools to make sound and ethical decisions that advance interprofessional and collaborative health services practice. On successful completion of this course, the student will be able to meet the following Master’s Essentials: 1. Essential I: Background for Practice from Sciences and Humanities: Recognizes that the master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings. 2. Essential II: Organizational and Systems Leadership: Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective. 3. Essential III: Quality Improvement and Safety: Recognizes that a master’s-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization. 4. Essential IV: Translating and Integrating Scholarship into Practice: Recognizes that the master’s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results. 5. Essential V: Informatics and Healthcare Technologies: Recognizes that the master’s-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care. 6. Essential VI: Health Policy and Advocacy: Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care. 7. Essential VII: Interprofessional Collaboration for Improving Health: Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations. 8. Essential VIII: Clinical Prevention and Population Health for Improving Health: Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations. 9. Essential IX: Master’s-Level Nursing Practice: Recognizes that nursing practice, at the master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

Prerequisite

Graduate Standing

Corequisite

30
NURS 509K

Total Credits 13  Adults 6

Practicum in Advanced Psychiatric Mental Health Nursing Roles: Adults

Description
In the collaborative forum of N509K, students will synthesize the knowledge and skills they acquire throughout their program of study. This synthesis will serve to prepare the student to enact the role of PMHNP in diverse clinical settings with a variety of psychiatric patient populations. Case presentations will form the basis of instruction, with journal discussions, process recordings and/or role play, and relevant topics infused throughout the term. Students will also discuss general issues that arise in their concurrent clinical placements.

Course Outcome
1. Develop therapeutic relationships as a basis for assessment and for delivering evidence-based interventions to adults.
2. Conduct psychiatric evaluations and diagnose common mental health problems and psychiatric disorders in adults.
3. Develop a comprehensive diagnostic formulation of factors affecting the functioning of a family system.
4. Utilize evidence-based therapeutic models when intervening with individuals or groups, or when making treatment recommendations.
5. Provide psychopharmacological interventions to treat symptoms of a full range of psychiatric illnesses in adults.
6. Integrate the role of substance use and abuse into assessment, diagnosis, treatment and evaluation of outcomes for adults.
7. Document and communicate psychiatric evaluation, intervention, and follow up data in a retrievable form
8. Demonstrate professional accountability through collaborative education and communication with the interdisciplinary team and system of care. *
9. Implement relevant and ethical strategies for mental health care delivery for a specific community or population
10. Obtain supervision/consultation to enhance one’s own ability to deliver safe and effective therapeutic interventions.

Prerequisite
Admission to the PMHNP program and completion of 571A or faculty permission.

Corequisite

31
Description
In the collaborative forum of N509KC, students will synthesize the knowledge and skills they acquire throughout their program of study. This synthesis will serve to prepare the student to enact the role of PMHNP in diverse clinical settings with a variety of psychiatric child/adolescent populations. Case presentations will form the basis of instruction, with journal discussions, process recordings/role play, and relevant topics infused throughout the term. Students will also discuss general issues that arise in their concurrent clinical placements.

Course Outcome
Course Competencies for N509KC:
1. Develop therapeutic relationships as a basis for assessment and for delivering evidence-based interventions to children, adolescents and families.
2. Conduct psychiatric evaluations and diagnose common mental health problems and psychiatric disorders in children and adolescents.
3. Develop a comprehensive diagnostic formulation of factors affecting the functioning of a family system.
4. Utilize evidence-based therapeutic models when intervening with children, adolescents, and/or the family system, or when making treatment recommendations.
5. Provide psychopharmacological interventions to treat symptoms of a full range of psychiatric illnesses in children and adolescents.
6. Integrate the role of substance use and abuse into assessment, diagnosis, treatment and evaluation of outcomes for children and adolescents.
7. Document and communicate psychiatric evaluation, intervention, and follow up data in a retrievable form.
8. Demonstrate professional accountability through collaborative education and communication with the interdisciplinary team and system of care.*
9. Implement relevant and ethical strategies for mental health care delivery for a specific community or population
10. Obtain supervision/consultation to enhance one’s own ability to deliver safe and effective therapeutic interventions.

Prerequisite
Admission to the PMHNP program and completion of NURS 571A or faculty permission.

Corequisite

Total Credits 13
1-6 credits per term
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**Practicum in Antepartum and Postpartum Management**

**Description**

This course focuses on clinical application of content from NURS 584: Antepartum and Postpartum Management. Students will have weekly clinical experiences in various sites under the direct supervision of clinical faculty. Weekly clinical seminars will be used to synthesize and integrate theoretical and research perspectives with the clinical aspects of patient care.

**Course Outcome**

- Collect, organize, and accurately interpret a complete data base to differentiate between normal and abnormal processes in the antepartum and postpartum periods.
- Develop and prioritize a comprehensive plan of care using appropriate scientific rationale, institutional practices, and intuitive knowledge.
- Demonstrate competence in the appropriate use and application of all psychomotor skills and procedures needed to gather data and apply clinical interventions in the antepartum and postpartum management of women.
- Demonstrate appropriate consultation, collaboration, and referral with other members of the health care team.
- Utilize effective and sensitive oral and written communication skills to enhance the assessment and care of women and families in the antepartum and postpartum periods.
- Demonstrate personal accountability and professional behavior with clients, families, and health care team colleagues, including accountability/responsibility for own actions, respect and tolerance for others or divergent views, initiate, self-directed learning, and critique of own practice.
- Required for Nurse-Midwifery

**Prerequisite**

Prerequisites: NURS 584

**Corequisite**
# Practicum in Nurse-Midwifery Management of the Intrapartum Period

**Total Credits** 3

**Description**
This course focuses on clinical application of content from NURS 581: Nurse-Midwifery Management of the Intrapartum Period. Students will continue the previous term’s work in antepartum management while adding clinical experience in inpatient assessment and the management of labor and delivery. Weekly clinical seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using exemplars from student experiences. Students will be assigned to one of the nurse-midwifery faculty practice sites and will work under direct faculty supervision.

**Course Outcome**
Upon completion of the course the student will be able to:
1. Collect, organize, and interpret a complete data base including material available from the medical record, past health history, interval history, physical examination, and laboratory results.
2. Identify deviations from normal and potential problems related to pregnancy, labor, birth, and the immediate post partum period.
3. Identify and prioritize a comprehensive plan of care based upon scientific rationale and institutional practice.
4. Implement, evaluate, and revise management plans independently and appropriately.
5. Demonstrate safe and appropriate psychomotor skills related to intrapartum management.
6. Recognize and respond safely in emergent intrapartum situation(s).
7. Provide professional, ethical, culturally sensitive, family-centered, individualized care with appropriate use of patients and consultants in the management process.
8. Communicate effectively with faculty, patients, staff, peers, and consultant, orally and in writing, as appropriate.

**Prerequisite**
NURS 581

**Corequisite**
Practicum in Nurse-Midwifery Management I

NURS 509N

Total Credits 3

Description
This course focuses on clinical application of content from NURS 581: Nurse-Midwifery Management of the Intrapartum Period. Emphasis is on essential content basic to the provision of skilled intrapartum care as well as advanced skills. Continuing discussion of care for culturally diverse populations as well as care for persons with low-literacy skills is included.

Course Outcome
1. Apply nurse-midwifery knowledge, clinical skills, and judgments at an appropriate level congruent with the number and type of prior clinical experiences.
2. Communicate effectively with preceptor, co-workers, faculty, peers, patients, and patients support people.
3. Use knowledge of normal physiology, developmental concepts, physiologic alterations and deviations, parameters of normal, health status, cultural factors, and family dynamics in assessing and planning individualized patient and family care.
4. With preceptor assistance, plan and implement a research-based plan of care for relevant diagnoses, integrating theoretical and research-based principles and establishing priorities.
5. Begin to evaluate the outcomes of research-based strategies that are implemented in the clinical setting.

Prerequisite
NURS 509M

Corequisite
NURS 509O
Practicum in Advanced Women’s Health Care Management

Total Credits 2

**Description**
This practicum is designed to build upon management and clinical skills in antepartum, postpartum, and gynecological areas for an advanced practicum experience. The course is intended to be taught over several terms, with an individualized plan of study designed in conjunction with the course coordinator. The site in which the practicum is conducted will reflect the student’s and course coordinator’s joint assessment of learning needs in preparation for the advanced practicum placement.

**Course Outcome**
1. Collect, organize and interpret a complete data base including material from the medical record, past health history, interval history, physical exam, as well as diagnostic studies and labs.
2. Recognize parameters of normal, identify deviations and detect signs of disease.
3. Identify a comprehensive plan of management and establish priorities.
4. Implement management plans based upon scientific rationale and institutional practice.
5. Evaluate and appropriately revise management plans.
6. Provide professional, ethical, culturally sensitive, family-centered, and individualized care with appropriate inclusion of client and consultants in the management process.
7. Communicate effectively with clients and colleagues using teaching, counseling, oral reports, and charting.

**Prerequisite**
NURS 515 A&B, NURS 518, and NURS 588

**Corequisite**
NURS 509P

Practicum in Nurse-Midwifery Management II

Total Credits 3

Description
This course focuses on clinical application of content from NURS 581: Nurse-Midwifery Management of the Intrapartum Period. Clinical seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences. Students will be assigned to clinical sites with preceptor guidance and faculty supervision. Required for Nurse-Midwifery students.

Course Outcome
1. Apply nurse midwifery knowledge, clinical skills, and judgment at an appropriate level congruent with the number and type of prior clinical experiences.
2. Communicate effectively with preceptor, co-workers, faculty, peers, patients, and patients’ support people.
3. Utilize knowledge of normal physiology, developmental concepts, physiologic alterations and deviations, parameters of normal, health status, cultural factors, and family dynamics in assessing and planning individualized patient and family care.
4. With preceptor assistance, begin to plan and implement a research-based plan of care for relevant diagnoses, integrating theoretical and research-based principles and establishing priorities.
5. Begin to evaluate the outcomes of research-based strategies that are implemented in the clinical setting.
6. Provide individualized care that is professional, ethical, culturally sensitive, and family-centered.

Prerequisite
NURS 509N

Corequisite
NURS 509Q

Total Credits 9

Description
This advanced practicum experience provides an opportunity for the student to explore professional issues related to nurse-midwifery in an off-campus site. This experience is designed to develop breadth and depth in complex clinical decision making essential for beginning nurse-midwifery practice.

Course Outcome
1. Apply current theory and research within the full scope of nurse-midwifery practice.
2. Demonstrate advanced assessment and clinical decision-making skills in nurse-midwifery management.
3. Demonstrate independence and efficiency in clinical nurse-midwifery management.
4. Analyze professional and legal issues pertinent to the implementation of nurse-midwifery practice. (without changes)

Prerequisite
All midwifery course work.

Corequisite
NURS 509R

Practicum in Family Primary Care Management I

Total Credits 3

Description
Nursing 509R is the first of a five-quarter series of precepted clinical practicum and seminar courses that will provide the experiential base for independent practice as a family nurse practitioner. During this series, the student will build their competencies from beginner to entry professional level. In conjunction with the Nursing 521 series of courses, it builds the knowledge foundation covering clinical care management. The seminars will facilitate the reflection, synthesis, and integration of program coursework and clinical experience.

Course Outcome
At the completion of this course the student will:
1. Employ communication skills to collaborate with peers, co-workers, and patients.
2. Identify necessary data from existing records, patient interviews, and physical exams.
3. Describe how to analyze the data in forming differential diagnoses.
4. Identify relevant diagnostics in forming differential diagnoses.
5. Select a beginning plan of care to include health promotion, pharmacotherapeutics, and other therapies.
6. Discuss data and decision-making in an appropriate manner.
7. State the plan to the patient, the family, and the preceptor in an organized manner.
8. Recognize varying levels of the treatment plan's success.

Prerequisite
NURS 514, NURS 515A-B, NURS 517, NURS 518

Corequisite
NURS 509S

Total Credits 4

Description
Nursing 509S is the second of a five-quarter series of clinical practicum and seminar courses that will provide the experiential base for independent practice as a family nurse practitioner. During this series, the student will build their competencies from beginner to entry professional level. In conjunction with the Nursing 521 series of courses, it builds the knowledge foundation covering clinical care management. The seminars will facilitate the reflection, synthesis and integration of program coursework and clinical experience.

Course Outcome
At the completion of this course the student will:
1. Apply appropriate communication skills with peers, co-workers, and patients.
2. Select necessary data from existing records, patient interviews, and physical exams for common complaints.
3. Use the data effectively in formulating the differential diagnoses.
4. Select further diagnostics needed to evaluate common complaints.
5. Identify a plan of care to include health promotion, prescribing pharmacotherapeutics, and other therapies for common complaints.
6. Summarize data and decision-making in an comprehensive manner.
7. Communicate the plan to the patient, the family, and the preceptor effectively.
8. Distinguish between varying outcomes of the plan.

Prerequisite
NURS 509R, NURS 520
Concurrent: NURS 521A

Corequisite
NURS 521A
NURS 509T  
Practicum in Family Primary Care Management III

Total Credits 4

Description
Nursing 509T is the third of a five-quarter series of clinical practicum and seminar courses that will provide the experiential base for independent practice as a family nurse practitioner. During this series, the student will build their competencies from beginner to entry professional level. In conjunction with the Nursing 521 series of courses, it builds the knowledge foundation covering clinical care management. The seminars will facilitate the reflection, synthesis, and integration of program coursework and clinical experience.

Course Outcome
At the conclusion of this course the student will:
1. Choose appropriate communication skills while working with peers, patients, co-workers, and family members.
2. Apply necessary data from existing records, patient interviews, and physical exams for more complex complaints.
3. Analyze the data in formulating the differential diagnoses
4. Identify further diagnostics needed for more complex complaints.
5. Prepare a plan of care to include health promotion, prescribing pharmacotherapeutics, and other therapies for more complex complaints.
6. Summarize data and decision-making in an efficient, comprehensive manner.
7. Communicate the plan to the patient, the family, and the preceptor clearly and concisely.
8. Change the plan over multiple visits to reflect actual results.

Prerequisite  
NURS 521A, NURS 509S,  
Concurrent with NUR 521B

Corequisite
NURS 509U

Practicum in Family Primary Care Management IV

Total Credits 4

Description
Nursing 509U is the fourth of a five-quarter series of clinical practicum and seminar courses that will provide the experiential base for independent practice as a family nurse practitioner. During this series, the student will build their competencies from beginner to entry professional level. In conjunction with the Nursing 521 series of courses, it builds the knowledge foundation covering clinical care management. The seminars will facilitate the reflection, synthesis and integration of program coursework and clinical experience.

Course Outcome
At the conclusion of this course the student will:
1. Assemble a care team that includes peers, consultants, other health team members, and caregivers.
2. Summarize necessary data from existing records, patient interviews, and physical exams for multiple complex complaints.
3. Combine data from different sources in the preparation of differential diagnoses.
4. Identify further data needs including labs, procedures, and consults.
5. Devise a plan of care to include health promotion, prescribing pharmacotherapeutics, and other therapies for multiple complex complaints.
6. Explain data and decision-making for collaboration with others.
7. Model communication skills to build consensus and delegate the plan’s implementation to the patient, the family, and the preceptor.
8. Assemble the plan using multiple team members’ contributions.
9. Evaluate the plan’s results from the viewpoint of patient values and goals.

Prerequisite
NURS 509T Concurrent: NURS 521C

Corequisite
NURS 509V-A

Procedures for Primary Care Advanced Practice Registered Nurses (APRN)

Total Credits 1

Description

Nursing 509V-A is the first of a three quarter series introducing students to a range of diagnostic skills and procedures commonly used in a primary care setting. Utilizing a mixture of didactic and lab sessions, students will practice procedural and decision-making skills required for management of urgent and emergent patient illnesses and injuries.

Course Outcome

Based on the primary care model, upon completion of this course, students will be able to:

1. Identify indications for commonly used procedures, and practice communicating the risks & benefits of those procedures.
2. Formulate differential diagnoses based on history and physical assessment, supplementing with additional diagnostics as indicated.
3. Distinguish characteristics of specific injuries/conditions seen in a primary care setting that indicate the need for urgent or emergent referral.
4. Describe evidence-based plans of care for the most prevalent acute illness or injuries.
5. Demonstrate ability to correctly interpret or perform commonly used diagnostics or procedures in the primary care setting (e.g. suturing, splinting, x-ray & 12 Lead ECG, ENT foreign body).

Prerequisite

NURS 517, NURS 515A, NURS 515B, NURS 519, NURS 520

Corequisite

NURS 521A
**NURS 509V-B**  
Procedures for Primary Care Advanced Practice Registered Nurses (APRN)  
Total Credits  **1**

### Description

Nursing 509V-B is the second of a three quarter series introducing students to a range of diagnostic skills and procedures commonly used in a primary care setting. Utilizing a mixture of didactic and lab sessions, students will practice procedural and decision-making skills required for management of urgent and emergent patient illnesses and injuries.

### Course Outcome

Based on the primary care model, upon completion of this course, students will be able to:

1. Identify indications for commonly used procedures, and practice communicating the risks & benefits of those procedures.
2. Formulate differential diagnoses based on history and physical assessment, supplementing with additional diagnostics as indicated.
3. Distinguish characteristics of specific injuries/conditions seen in a primary care setting that indicate the need for urgent or emergent referral.
4. Describe evidence-based plans of care for the most prevalent acute illness or injuries.
5. Demonstrate ability to correctly interpret or perform commonly used diagnostics or procedures in the primary care setting (e.g. suturing, splinting, x-ray & 12 Lead ECG, ENT foreign body).

### Prerequisite

NURS 509V-A, NURS 521A

### Corequisite

NURS 521B
Nursing 509V-C is the third of a three quarter series introducing students to a range of diagnostic skills and procedures commonly used in a primary care setting. Utilizing a mixture of didactic and lab sessions, students will practice procedural and decision-making skills required for management of urgent and emergent patient illnesses and injuries.

Course Outcome

Based on the primary care model, upon completion of this course, students will be able to:
1. Identify indications for commonly used procedures, and practice communicating the risks & benefits of those procedures.
2. Formulate differential diagnoses based on history and physical assessment, supplementing with additional diagnostics as indicated.
3. Distinguish characteristics of specific injuries/conditions seen in a primary care setting that indicate the need for urgent or emergent referral.
4. Describe evidence-based plans of care for the most prevalent acute illness or injuries
5. Demonstrate ability to correctly interpret or perform commonly used diagnostics or procedures in the primary care setting (e.g. suturing, splinting, x-ray & 12 Lead ECG, ENT foreign body)

Prerequisite
NURS 509V-B, NURS 521B

Corequisite
NURS 521C
# Practicum in Family Primary Care Management V

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## Description
Nursing 509W is the fifth of a five-quarter series of clinical practicum and seminar courses that will provide the experiential base for independent practice as a family nurse practitioner. During this series, the student will build their competencies from beginner to entry professional level. In conjunction with the Nursing 521 series of courses, it builds the knowledge foundation covering clinical care management. The seminars will facilitate the reflection, synthesis and integration of program coursework and clinical experience.

## Course Outcome
At the conclusion of this course the student will:

1. Create an effective care team that includes peers, consultants, other health team members, and caregivers.
2. Interpret data from existing records, patient interviews, and physical exams for multiple complex complaints over time.
3. Evaluate differences in data from varying sources before identifying further data needs.
4. Justify a plan of care to include health promotion, prescribing pharmacotherapeutics, and other therapies for multiple complex complaints.
5. Explain data and decision-making using multiple tools as needed for collaboration with others.
6. Select from a range of sophisticated communication skills to build consensus and delegate the treatment plan’s implementation to the patient, the family, and the preceptor.
7. Appraise the treatment plan’s performance across the healthcare team, including transitions of care.

## Prerequisite
NURS 509U

Concurrent with NURS 521 D

## Corequisite
NURS 521D
**NURS 509X**

**Intrapartum Practicum in Nurse-Midwifery**

| Total Credits | 2 |

**Description**

This course provides the less experienced midwifery student with the opportunity to obtain additional intrapartum midwifery management experience prior to entry into the second year of the program of study. The focus will be upon basic management skills, including psychomotor skills and clinical decision making. Semi-weekly clinical seminars will be used to analyze case studies and review clinical experiences. This course is required for students entering the midwifery program without either employment experience as an RN in labor and delivery or previous birth experience as a Direct Entry Midwife.

**Course Outcome**

1. Apply nurse-midwifery knowledge, clinical skills, and judgments at an appropriate level congruent with the number and type of prior clinical experiences.
2. Use knowledge of normal physiology, developmental concepts, physiologic alterations and deviations, parameters of normal, health status, culture, and family dynamics in assessing and planning individualized patient and family care.
3. With preceptor assistance, begin to plan and implement a research-based plan of care for relevant diagnoses, integrating theoretical and evidence-based principles and establishing priorities.
4. Communicate effectively with preceptor, co-workers, faculty, peers, patients.
5. Provide care that is professional, ethical, culturally-sensitive, family-centered, and individualized.
6. Begin to evaluate the outcomes of research-based strategies that are implemented in the clinical setting.

**Prerequisite**

NURS 581, NURS 509M

**Corequisite**
Description
This course focuses upon clinical application of content from Nurs585: Primary Care for Nurse-Midwives. Students will be assigned to primary care clinical sites with preceptor guidance and faculty supervision. Clinical seminars will be used to synthesize theoretical and research perspectives with clinical aspects of patient care using material from student experiences. This is a required course for midwifery students.

Course Outcome
1. Systematically collect, organize and interpret health assessment data to determine the health status of clients with common health problems.
2. Communicate effectively using appropriate oral and written modalities with preceptor, co-workers, faculty, peers, and patients.
3. Utilize knowledge of normal physiology, development, parameters of normal health status, physiological alterations, family and cultural factors in assessing and planning individualized nurse-midwifery care.
4. With preceptor assistance, begin to plan and implement a research-based plan of care for relevant diagnoses, integrating theoretical and research-based principles and establishing priorities.
5. Begin to evaluate the outcomes of research-based strategies implemented in the clinical settings.

Prerequisite
NURS 515 A&B, NURS 517, NURS 519 A & NURS 519B  Concurrent: NURS 585
NURS 510

Health Assessment and Health Promotion in Vulnerable Populations

Total Credits 3

Description
This course focuses on development of health assessment skills that inform clinical decision making and planning for clinical care. Students will practice health assessment skills and gain advanced knowledge of health promotion, health protection, and disease prevention across the life span including learning about self-health as well as client health practices. Current trends will be described and discussed to examine health indicators among vulnerable populations. Using specific case-based exercises, students are guided in how to make in-depth assessments of clients experiencing a variety of conditions specific to their clinical focus.

Course Outcome

1. Conduct a culturally and age appropriate health assessment, and interpret health data, such as screening for biological and psychosocial health risks, evidence of safe and healthy habits, developmental tasks and vulnerabilities, family functioning.
2. Identify and describe the key components related to health promotion and chronic illness management in vulnerable populations.
3. Generate a repertoire of advanced assessment strategies using clinical tools to collect focused histories and then perform problem pertinent examinations.
4. Incorporate teaching-coaching strategies which adapt to the physiological, developmental, and functional needs of the individual, family member(s), and caregiver(s).
5. Apply advanced decision making skills including evaluation, prioritization, differential diagnosis, documentation, and presentation of health assessment and physical examination data.
6. Communicate key trends and outcomes in health promotion relevant to lay and public health audiences.

Prerequisite
None

Corequisite
NURS 511

Total Credits 4

Description
The focus of this course is on the clinical use of drugs commonly used in a variety of settings for a range of pathophysiological problems. Principles of pharmacokinetics, pharmacodynamics and pharmacotherapeutics of selected categories of drugs are explored along with the associated relevant pathophysiology. Using a case study approach, this course examines current issues in pharmacology in at risk populations such as the under and over use of medications, the impact on self-care from the use of vitamins and nutriceuticals, administration of medications in settings without licensed health care professionals such as schools, and assisted living facilities, population-level ramifications of patient refusal of mandated vaccinations, or to take prescribed psychotropic medications.

Course Outcome
1. Describe the clinical implications of the pharmacokinetics (bioavailability, volume of distribution/loading dose, clearance/maintenance dose and half-life/steady state) and pharmacodynamics (the underlying processes affecting drug dosing and overall response) of selected categories of drugs.
2. Analyze the importance of how certain factors such as age, race, gender, diagnosis, severity of illness, genetics, co-morbidities, culture, belief systems, literacy, living situations, lifestyle, and cost influence pharmacotherapeutic decision-making and impact vulnerability to negative effects of specific classes of drugs.
3. Describe the principles used for safe pharmacotherapeutic decision-making and individualization of therapy including patient education, monitoring, and follow up to ascertain efficacy, and minimize adverse reactions, and side effects.
4. Analyze methods used to monitor and evaluate the effectiveness of drug therapy.
5. Generate strategies for encouraging and monitoring adherence to a prescribed regimen for at risk patients.
6. Translate and apply current research evidence when making recommendations regarding drug choices in given patient situations.
7. Discuss ethical issues involved in decision-making when managing drug choices for individuals raise concerns about rational medicine use (requires that patients receive medications appropriate to their needs in the proper dose to meet their requirements, for an adequate period of time and at the lowest cost to them and the community).
8. Critically analyze how the biological basis of health affects illness and suffering from historic, cultural, political, and systems perspectives.

Prerequisite None

Corequisite
NURS 513

Concepts of Advanced Nursing Knowledge and Leadership

Total Credits 3 2-3

Description
The purpose of this course is to explore core concepts that are essential to performing current and emerging roles in healthcare delivery and design. Advanced nursing knowledge and higher level leadership skills for improving health outcomes are examined. Select content in organizational systems leadership and quality improvement; informatics and technology, health policy, population health, and professional role issues will be introduced. This course is offered for variable credit.

Course Outcome
1. Apply basic organizational systems leadership and quality improvement concepts to understand the context of care and improve systems management.
2. Examine information technologies to manage knowledge and information for scholarly advanced clinical practice in nursing.
3. Apply basic population health concepts to understand the diseases and health problems of individuals and populations.
4. Examine how nurses engaged in advanced practice can shape and develop health policy.
5. Identify and analyze the professional components of advanced nursing role development, scope of practice, legal responsibilities, and patient safety initiatives.

Prerequisite
None

Corequisite
**Health Promotion and Health Protection**

**Total Credits** 3

**Description**
This course emphasizes assessment and management of health promotion and protection of individuals, families, and communities throughout the lifespan. Students will examine evidence based strategies and theoretical frameworks for optimal health outcomes. Students will also identify techniques for addressing these concepts in a clinical setting.

**Course Outcome**

1. Provide anticipatory guidance and counseling regarding wellness, lifestyle, disease risks, and potential changes in health status with diverse patients across the lifespan.
2. Adapt evidence-based interventions designed to reduce individual and population disease risk factors to specific population characteristics (developmental level, education, socioeconomic status, geographic location, culture, and other risk factors) and settings (such as clinic, community).
3. Apply behavior change counseling approaches informed by behavior change theories to encourage individual behavior change in order to promote health and reduce disease risk with diverse patients across the lifespan.
4. Apply national guidelines and protocols for health promotion and disease prevention with diverse patients across the lifespan.
5. Evaluate the scientific evidence available for existing protocols and guidelines for health promotion and health protection using current literature and research.

**Prerequisite**
None

**Corequisite**
None
NURS 515A

Advanced Physiology/Pathophysiology I

Total Credits 3

Description

This foundational course uses physiological concepts as a basis for understanding pathophysiological processes across the life span. Pathophysiological processes are selected from those commonly encountered in advanced nursing practice and include both disease processes and non-disease-based processes (e.g., pain). Emphasis is placed on the physiological and pathophysiological base for managing clinical problems. A working knowledge of undergraduate anatomy, physiology, and pathophysiology is assumed.

Course Outcome

On completion of this course, you will be able to:

- Explain known relationships between etiological factors and pathophysiology of specific conditions selected for NURS 515A.
- Analyze pathophysiological processes involved in specific conditions selected for NURS 515A.
- Predict and explain clinical manifestations and functional consequences of specific pathophysiologic processes selected for NURS 515A.
- Use the professional literature to understand physiological and pathophysiological processes at the advanced practice level.

Prerequisite

None

Crosslisted: CPH 512

Corequisite
NURS 515B
Advanced Physiology/Pathophysiology II

Total Credits: 3

Description
This sequel to NURS 515A continues emphasis on the physiological and pathophysiological base for managing clinical problems. The course addresses additional pathophysiological processes.

Course Outcome
On completion of this course, you will be able to:
1. Explain known relationships between etiological factors and pathophysiology of specific conditions selected for NURS 515B.
2. Analyze pathophysiological processes involved in specific conditions selected for NURS 515B.
3. Predict and explain clinical manifestations and functional consequences of specific pathophysiological processes selected for NURS 515B.
4. Use the professional literature to understand physiological and pathophysiological processes at the advanced practice level.

Prerequisite
NURS 515A

Corequisite
NURS 516
Advanced Pharmacology for Primary Care

Total Credits 2

Description
Advanced pharmacology and clinical application of drugs commonly prescribed in primary care settings to include population specific drug choices, dosing, monitoring, evaluation and patient education.

Course Outcome
1. Apply advanced knowledge of pharmacotherapeutics to the selection of drug therapy for clients across the life span.
2. Modify drug therapy for selected populations.
3. Demonstrate understanding and rationale of therapeutic choices based on pharmacogenomics, pharmacokinetics, and pharmacoeconomics.
4. Apply principles of current evidence base practice to pharmacotherapeutic decision making with simple and complex patient populations.

Prerequisite
Graduate nursing student status and completion of NUR 519. Other students need permission from the course coordinator.

Corequisite

NURS 517

Advanced Health and Physical Assessment

Total Credits 4

Description

This course focuses on development of clinical decision-making skills in the process of health assessment across the lifespan. The course provides advanced theory in the assessment of an individual within the context of the family, psycho-social-cultural considerations, functional ability, presence of health risk factors and developmental stage. The concepts of diagnostic reasoning and differential diagnosis will be introduced. The lab component includes hands-on advanced practice health assessment skills.

Course Outcome

At the conclusion of this course, the student will be able to:
1. Demonstrate a comprehensive health assessment across the lifespan.
2. Demonstrate psychosocial, functional, developmental and health risk factor assessments across the lifespan.
3. Use a repertoire of advanced assessment strategies, including extended exams and focused histories.
4. Apply advanced decision making skills including evaluation, prioritization, differential documentation, and presentation of health assessment.

Prerequisite

Concurrent: NURS 518 for some specialties

Corequisite
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<td>Corequisite</td>
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**Course Outcome**

1. Apply physiologic concepts in the reproductive health care of women and men
2. Analyze selected theories and concepts relevant to the genito-urinary care of essentially healthy men and women and apply knowledge relevant to the management of the reproductive health care needs of both men and women
3. Synthesize
4. Critique selected research literature addressing gynecologic, reproductive, contraceptive, and sexual health
NURS 519
Principles of Pharmacology and Prescribing for Advanced Practice Registered Nurses

Total Credits 4

Description
This course applies the principles of pharmacology, including pharmacogenomics, pharmacokinetics and pharmacodynamics, by analysis of common drug classes prescribed by advanced practice nurses across the life span. Factors influencing successful therapy such as effectiveness, safety, acceptability, cost, genetic/environmental influences, alternative regimens, and patient behaviors will be integrated into patient decision-making exercises and discussion.

Course Outcome
At the completion of this course, the student will be able to:

1. Summarize the principles of drug selection related to pharmacokinetics, pharmacodynamics, clinical indications, rationale, efficacy, and risks for common pharmacotherapeutic drug classes and their prototypical drugs throughout the lifespan.

2. Understand the process of drug selection with consideration for social and personal factors such as age, race, gender, culture, belief systems, literacy, cost, efficacy, genetic characteristics, and adherence issues.

3. Identify and apply the principles used for safe drug prescribing and individualization of therapy, including patient education, monitoring, and follow up to ascertain efficacy, adverse reactions and side effects. 4. Describe strategies for monitoring expected effects and potential adverse effects of medications (including legal and ethical ramifications) and strategies for the evaluation of treatment outcomes.

5. Discuss federal and state regulation of drug-prescribing by advanced practice nurses.

Prerequisite
Graduate nursing student status. Other students need permission from the course coordinator.

Corequisite
NURS 520

Diagnostic Reasoning in Family Practice

Total Credits 3

Description
This course focuses on clinical decision making in the assessment and management of episodic primary care health problems across the lifespan. Application of the process for clinical decision-making (e.g., hypothesis formulation and hypothesis testing) is made using common primary care problems. A lab component allows for students to practice and improve these skills.

Course Outcome
1. Demonstrate clinical decision-making & diagnostic reasoning in episodic primary care problems across the lifespan
2. Utilize appropriate current research, national guidelines, and evidence-based findings to choose and interpret commonly used diagnostic tests.
3. Interpret data related to the history, physical, and diagnostic test results for patients with common, urgent conditions

Prerequisite
NURS 515A, NURS 517
Concurrent with NURS 515B, NURS 519

Corequisite
NURS 515B, NURS 519
Family Primary Care Management I

Total Credits 4

Description
This is the first in a series of four sequential courses that focus on the diagnosis and management of acute and chronic health problems commonly encountered in the primary care settings. The framework for this course is an evidence-based approach of patient care across the lifespan focusing on the role of the advanced practice nurse.

Course Outcome
1. Analyze data related to historical, physical, and diagnostic findings to develop differential diagnoses.
2. Based on highest-levels of current evidence available, formulate a plan of care tailored to meet the specific needs of patients incorporating cultural, social and environmental factors.
3. Choose appropriate pharmacological management with consideration of the patient’s health care resources and health literacy.
4. Evaluate a new set of specific conditions each quarter and overlapping comorbidities including their onset & progression over the lifespan.
5. Incorporate aspects of patient care to optimize outcomes including health promotion, disease prevention & management, counseling, interprofessional collaboration and transitions across practice settings.
6. Identify implications of technology used in practice to promote professional development and improve patient outcomes.

Prerequisite
NURS 509 R, NURS 514, NURS 515 A & B, NURS 517, NURS 518, NURS 520, NURS 519, NURS 516. Concurrent with NURS 509 S

Corequisite
NURS 509S
### Family Primary Care Management II

<table>
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<th>NURS</th>
<th>521B</th>
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**Total Credits** 3

**Description**

This is the second in a series of four sequential courses that focus on the diagnosis and management of acute and chronic health problems commonly encountered in the primary care settings. The framework for this course is an evidence-based approach of patient care across the lifespan focusing on the role of the advanced practice nurse.

**Course Outcome**

1. Analyze data related to historical, physical, and diagnostic findings to develop differential diagnoses.
2. Based on highest-levels of current evidence available, formulate a plan of care tailored to meet the specific needs of patients incorporating cultural, social and environmental factors.
3. Choose appropriate pharmacological management with consideration of the patient’s health care resources and health literacy.
4. Evaluate a new set of specific conditions each quarter and overlapping comorbidities including their onset & progression over the lifespan.
5. Incorporate aspects of patient care to optimize outcomes including health promotion, disease prevention & management, counseling, interprofessional collaboration and transitions across practice settings.
6. Identify implications of technology used in practice to promote professional development and improve patient outcomes.

**Prerequisite**

NURS 521A, NURS 509S

**Corequisite**

NURS 509T
Family Primary Care Management III

Total Credits 3

Description
This is the third in a series of four sequential courses that focus on the diagnosis and management of acute and chronic health problems commonly encountered in the primary care settings. The framework for this course is an evidence-based approach of patient care across the lifespan focusing on the role of the advanced practice nurse.

Course Outcome
1. Analyze data related to historical, physical, and diagnostic findings to develop differential diagnoses.
2. Based on highest-levels of current evidence available, formulate a plan of care tailored to meet the specific needs of patients incorporating cultural, social and environmental factors.
3. Choose appropriate pharmacological management with consideration of the patient’s health care resources and health literacy.
4. Evaluate a new set of specific conditions each quarter and overlapping comorbidities including their onset & progression over the lifespan.
5. Incorporate aspects of patient care to optimize outcomes including health promotion, disease prevention & management, counseling, interprofessional collaboration and transitions across practice settings.
6. Identify implications of technology used in practice to promote professional development and improve patient outcomes.

Prerequisite
NURS 521B, NURS 509T

Corequisite
NURS 509U
Description

This is the fourth in a series of four sequential courses that focus on the diagnosis and management of acute and chronic health problems commonly encountered in the primary care settings. The framework for this course is an evidence-based approach of patient care across the lifespan focusing on the role of the advanced practice nurse.

Course Outcome

1. Analyze data related to historical, physical, and diagnostic findings to develop differential diagnoses.
2. Based on highest-levels of current evidence available, formulate a plan of care tailored to meet the specific needs of patients incorporating cultural, social and environmental factors.
3. Choose appropriate pharmacological management with consideration of the patient’s health care resources and health literacy.
4. Evaluate a new set of specific conditions each quarter and overlapping comorbidities including their onset & progression over the lifespan.
5. Incorporate aspects of patient care to optimize outcomes including health promotion, disease prevention & management, counseling, interprofessional collaboration and transitions across practice settings.
6. Identify implications of technology used in practice to promote professional development and improve patient outcomes.

Prerequisite

NURS 521C, NURS 509U

Corequisite

NURS 509W
Antepartum/Postpartum Management for FNPs

Total Credits 3

Description
This course focuses on the critical analysis and application of current theory, research, and knowledge relevant to the primary management of childbearing families during the antepartum and postpartum periods. Particular attention is given to issues defining populations at greatest risk for adverse obstetrical outcome. Health care needs and beliefs of culturally diverse populations are addressed.

Course Outcome
Upon Completion of the course the student will be able to:
1. Review and evaluate available data for the safe management of essentially normal pregnant and postpartum patients
2. Apply knowledge regarding pregnancy physiology, normal processes and risk assessment to the primary management of pregnant women and their families
3. Critique literature outlining the principles of primary management of the antepartum and postpartum family
4. Apply selected theories, concepts, and principles form prerequisite and concurrent courses to the primary management of the antepartum and postpartum families
5. Identify the kinds and level of consultation, collaboration, and referral required for selected complications encountered in the antepartum and postpartum periods.

Prerequisite
NURS 517, NURS 518

Corequisite
### Description
This course focuses on the evaluation of evidence for health care practice and the care environment. Emphasis is placed on the skills needed to identify, access, and critique the various forms of evidence that inform practice decision. Focus is primarily on students’ emerging abilities to identify strengths, limitations, and gaps in evidence as well as generate questions.

### Course Outcome
Upon successful completion of this course, the student will be able to:
1. Access evidence for practice-related questions.
2. Perform rigorous critique of evidence for practice.
3. Translate various forms of evidence for improvement and change in nursing practice and health care policy.

### Prerequisite
Graduate Standing

### Corequisite
Management I for Adult-Gerontology Acute Care

Total Credits 3

Description
This didactic course focuses on competencies in advanced pathophysiology, assessment, diagnosis, and collaborative management of adult patients with selected episodic/chronic health problems, with a focus in cardiovascular disorders. Diagnostic reasoning and decision making skills are developed, with special attention given to the impact of age-related physical and cognitive changes found throughout adult development on diagnosis and treatment. Further consideration is given to health promotion, patient education, and risk reduction in each selected topic.

Course Outcome
1. Identify the epidemiologic/prevalence patterns associated with specific cardiac illness and injury.
2. Develop appropriate differential diagnoses based on symptoms/clinical findings.
3. Select appropriate diagnostic testing strategies for identification of cardiac diagnoses.
4. Understand the pathophysiology, including age-related changes, of specific cardiac diagnoses.
5. Develop an evidenced based treatment plan for specific cardiac diagnoses which includes cost effective pharmacologic, non-pharmacologic and psychosocial interventions.
6. Identify opportunities for referrals/consultations and health promotion including prevention and risk reduction in select cardiac diagnoses.
7. Comprehensively identify the appropriate supportive technology and procedures available for specific conditions and clinical situations.
8. Recognize the implications of multiple clinical problems across various physiologic systems. (critical thinking)

Prerequisite None

Corequisite NURS 528
NURS 526B
Management II for Adult-Gerontology Acute Care

Total Credits 4

Description
This didactic course focuses on competencies in advanced pathophysiology, assessment, diagnosis, and collaborative management of adult patients with selected episodic/chronic health problems, with an emphasis on cardiac and pulmonary disorders. Diagnostic reasoning and decision making skills are developed, with special attention given to the impact of age-related physical and cognitive changes found throughout adult development, on diagnosis and treatment. Further consideration is given to health promotion, patient education, and risk reduction in each selected topic.

Course Outcome
1. Identify the epidemiologic/prevalence patterns associated with specific cardiac and pulmonary illness and injury.
2. Develop appropriate differential diagnoses based on symptoms/clinical findings.
3. Select appropriate diagnostic testing strategies for identification of cardiac and pulmonary diagnoses.
4. Understand the pathophysiology, including age-related changes, of specific cardiac and pulmonary diagnoses.
5. Develop an evidenced based treatment plan for specific cardiac and pulmonary diagnoses which including cost effective pharmacologic, non-pharmacologic and psychosocial interventions.
6. Identify opportunities for referral/consultation and health promotion, including prevention and risk reduction, in select cardiac and pulmonary diagnoses.
7. Comprehensively identify the appropriate supportive technology and procedures available for specific conditions and clinical situations.
8. Explain the implications of multiple clinical problems across various physiologic systems. (critical thinking)

Prerequisite
NURS 526A

Corequisite
NURS 526C

Management III for Adult-Gerontology Acute Care

Total Credits 4

Description
This didactic course focuses on competencies in advanced pathophysiology, assessment, diagnosis, and collaborative management of adult patients with selected episodic/chronic health problems, with an emphasis on renal, urologic, surgical and medical conditions. Diagnostic reasoning and decision making skills are developed, with special attention given to the impact of age-related physical and cognitive changes found throughout adult development, on diagnosis and treatment. Further consideration is given to health promotion, patient education, and risk reduction in each selected topic.

Course Outcome
1. Identify the epidemiologic/prevalence patterns associated with specific renal, urologic, surgical and medical conditions.
2. Develop appropriate differential diagnoses based on symptoms/clinical findings.
3. Select appropriate diagnostic testing strategies for identification of renal, urologic, surgical and medical conditions.
4. Understand the pathophysiology, including age-related changes, of specific renal, urologic, surgical and medical conditions.
5. Develop an evidenced based treatment plan for specific renal, urologic, surgical and medical conditions, which includes cost effective pharmacologic, non-pharmacologic and psychosocial interventions.
6. Identify opportunities for referrals/consultations and health promotion including prevention and risk reduction in select renal, urologic, surgical and medical conditions.
7. Comprehensively understand the appropriate supportive technology and procedures available for specific conditions and clinical situations.
8. Interpret the consequences of multiple clinical problems across various physiologic systems. (critical thinking)

Prerequisite
NURS 526B

Corequisite
Management IV for Adult-Gerontology Acute Care

Total Credits 4

Description
This didactic course focuses on competencies in advanced pathophysiology, assessment, diagnosis, and collaborative management of adult patients with selected episodic/chronic health problems, with an emphasis on specific neurologic, endocrine and traumatic conditions. Diagnostic reasoning and decision making skills are developed, with special attention given to the impact of age-related physical and cognitive changes found throughout adult development, on diagnosis and treatment. Further consideration is given to health promotion, patient education, and risk reduction in each selected topic.

Course Outcome
1. Identify the epidemiologic/prevalence patterns associated with specific neurologic, endocrine and traumatic conditions.
2. Develop appropriate differential diagnoses based on symptoms/clinical findings.
3. Select appropriate diagnostic testing strategies for identification of neurologic, endocrine and traumatic conditions.
4. Understand the pathophysiology, including age-related changes, of specific neurologic, endocrine and traumatic conditions.
5. Develop an evidenced based treatment plan for specific neurologic, endocrine and traumatic conditions, which includes cost effective pharmacologic, non-pharmacologic and psychosocial interventions.
6. Identify opportunities for referrals/consultations and health promotion including prevention and risk reduction in select neurologic, endocrine and traumatic conditions.
7. Comprehensively understand the appropriate supportive technology and procedures available for specific conditions and clinical situations.
8. Describe the implications of multiple clinical problems across various physiologic systems. (critical thinking)

Prerequisite
NURS 526C

Corequisite
**NURS 526E**

**Management V for Adult-Gerontology Acute Care**

**Total Credits** 4

**Description**

This didactic course focuses on competencies in advanced pathophysiology, assessment, diagnosis, and collaborative management of adult patients with selected episodic/chronic health problems, with an emphasis on specific infectious disease, oncologic, hematologic, gastroenterological conditions. Diagnostic reasoning and decision making skills are developed, with special attention given to the impact of age-related physical and cognitive changes found throughout adult development, on diagnosis and treatment. Further consideration is given to health promotion, patient education, and risk reduction in each selected topic. While geriatric syndromes and considerations are taught throughout the 526 series, additional topics surrounding geriatric syndromes will be presented in this course.

**Course Outcome**

1. Identify the epidemiologic/prevalence patterns associated with specific infectious disease, oncologic, hematologic, gastroenterological conditions.
2. Develop appropriate differential diagnoses based on symptoms/clinical findings.
3. Select appropriate diagnostic testing strategies for identification of infectious disease, oncologic, hematologic, gastroenterological conditions.
4. Understand the pathophysiology, including age-related changes, of specific infectious disease, oncologic, hematologic, gastroenterological conditions.
5. Develop an evidenced based treatment plan for specific infectious disease, oncologic, hematologic, gastroenterological conditions, which includes cost effective pharmacologic, non-pharmacologic and psychosocial interventions.
6. Identify opportunities for referrals/consultations and health promotion including prevention and risk reduction in select infectious disease, oncologic, hematologic, gastroenterological conditions.
7. Comprehensively understand the appropriate supportive technology and procedures available for specific conditions and clinical situations.
8. Predict the implications of multiple clinical problems across various physiologic systems. (critical thinking)

**Prerequisite**  
NURS 526D

**Corequisite**
Management of Common Urgent Care Problems in Adult-Gerontology

Acute Care

NURS 527

Total Credits 2

Description
This didactic course focuses on competencies in advanced pathophysiology, assessment, diagnosis, and collaborative management of adult patients with selected episodic/chronic health problems, with an emphasis on conditions commonly found in urgent and primary care practice. Diagnostic reasoning and decision making skills are developed, with special attention given to the impact of age-related physical and cognitive changes found throughout adult development and their impact on diagnosis and treatment. Further consideration is given to health promotion, patient education, and risk reduction in each selected topic. Clinical discussions will include triage strategies for deciding between outpatient care and inpatient admission. Challenges associated with transitions between acute and primary care settings will be discussed.

Course Outcome
1. Identify the epidemiologic/prevalence patterns, including age related patterns, associated with specific illnesses and injuries found in outpatient/primary care/urgent care practice.
2. Develop appropriate differential diagnoses based on symptoms/clinical findings.
4. Understand the pathophysiology, including age-related changes, of these specific illnesses and injuries.
5. Identify when hospitalization is and is not necessary in the treatment of these disorders.
6. Develop an evidenced based treatment plan for these specific disorders including pharmacologic, non-pharmacologic and psychosocial interventions.
7. Identify opportunities for health promotion, including prevention and risk reduction, in the primary/urgent care setting.

Prerequisite
None

Corequisite

71
Advanced Adult-Gerontology Pharmacology

Total Credits 2

Description
This course builds on knowledge of the basic principles of pharmacology to establish a knowledge base for advanced practice nurses making independent clinical judgments in the pharmacologic management and evaluation of adults and older adults who have unstable chronic, complex acute and critical conditions. Pharmacologic assessment including risks of complex medical regimes, drug interactions, incompatibilities, adverse events and contraindications is emphasized. Applicable Federal and State laws and appropriate patient education is integrated.

Course Outcome
At the completion of this course, students evaluating and managing adults and older adults who have unstable chronic, complex acute and critical conditions will be able to:

1. Perform a pharmacologic assessment; addressing pharmacogenetic risks, complex medical regimens, drug interactions and other adverse events; over-the-counter; complementary alternatives; and the patient’s and caregiver’s ability to self-manage medications safely and correctly.
2. Design individualized pharmacological management plans that reflect awareness of applicable laws, complex medication regimens, adverse medication outcomes, and safety considerations for high risk acute care populations.
3. Evaluate safety and efficacy of pharmacological interventions through use of appropriate and current resources.
4. Identify potential barriers for patient adherence to prescribed regimens.
5. Reconcile patients’ routine home medications using common electronic processes and individualize orders based on the patient’s medical condition.

Prerequisite
NURS 519 or equivalent

Corequisite

72
NURS 529  
Diagnostic Reasoning in Adult Gerontology Acute Care

Total Credits 2

Description
This course explores the process of diagnosis by focusing on the cognitive processes necessary to ensure diagnostic accuracy. Concepts central to diagnostic methodology are explored, including hypothetico-deductive reasoning, logical fallacies, premature closure, and anchoring bias. Pre-test and post-test probabilities are discussed, and the influence of diagnostic test sensitivity and specificity on clinical diagnoses are explored. Clinical cases are presented on a weekly basis to assist in the development of clinical thinking.

Course Outcome
At the completion of this course students will be able to:
1. Incorporate the use of history taking, physical examination, differential diagnosis and testing, in the diagnostic process.
2. Describe the hypothetico-deductive roots of modern diagnostic methods.
3. Identify the impact of bias, premature closure and logical fallacies on diagnostic reasoning.
4. Discuss the role of pretest/posttest probabilities in the diagnostic process.
5. Demonstrate the appropriate diagnostic process on selected clinical cases.
6. Demonstrate appropriate diagnostic reasoning skills through verbal and written communication in clinical and professional settings.

Prerequisite
NURS 517

Corequisite
NURS 531  
**Basic Principles of Anesthesia I**

**Total Credits** 3

**Description**
A study of the basic principles of anesthesia practice encompassing the use of specialized equipment, and consideration of pharmacology, pathophysiological as well as chemical and physical concepts applied to problems in the surgery/anesthesia setting.

**Course Outcome**
1. Demonstrate an understanding of the principles of airway management, equipment options, and the difficult airway algorithm.
2. Identify intra-operative patient monitoring requirements and equipment used in providing safe anesthesia care.
3. Perform an anesthesia pre-operative assessment and write appropriate pre-anesthesia evaluation notes for specific patients.
4. Analyze and synthesize current knowledge base, preparing an appropriate anesthesia care plan for selected ASA classification I and II adult patients detailing:
   a. Patient status with respect to fluid requirements, blood volume, and potential for blood loss.
   b. Volatile anesthetic agents, adjunct or accessory drugs and techniques for induction, maintenance, and emergence.
   c. Surgical requirements with reference to anesthesia for the planned procedure.
   d. Monitoring modalities and techniques.
   e. Positional requirements and effects.
   f. Post-anesthesia care implications.
   g. Instrumentation and equipment commonly used in anesthesia practice.

**Prerequisite**  
Admission to Nurse Anesthesia Program Concurrent: NURS 509CA

**Corequisite**
NURS 532

Basic Principles Anesthesia II

Total Credits 4

Description
This course builds upon content presented in NURS 531 and includes concepts related to use of a variety of anesthetic techniques and locations.

Course Outcome
1. Demonstrate a working knowledge of intra-operative anesthetic management with inhalation agents, balanced anesthesia techniques, regional anesthesia, and monitored anesthesia care.
2. Demonstrate an awareness of the responsibilities of the anesthetist in the clinical area and his/her position as a member of the OR team along with the unique features of the OR environment.

Prerequisite
NURS 531 and NURS 535 Concurrent: NURS 509CB

Corequisite

75
NURS 533

Advanced Principles of Anesthesia I

Total Credits 4

Description
In-depth anesthesia knowledge and critical thinking skills are applied to a variety of common problems and conditions that require specialty surgical procedures. The concepts of anaesthesia assessment, planning, techniques and pharmacologic interventions are applied to diverse patient populations requiring a variety of surgical specialty procedures.

Course Outcome
1. Apply concepts and theories of basic and advanced biophysical and psycho-social principles in the delivery of anesthesia care for specialty surgical procedures.
2. Analyze and synthesize basic and advanced biophysical and psychosocial principles, including physiological alterations and therapeutic drugs, in the planning, implementation and evaluation of the anesthesia management of diverse patient populations requiring specialty surgical procedures.
3. Integrate research findings from the anesthesia literature into the care of patients requiring specialty surgical procedures.

Prerequisite
NURS 532 and NURS 536 Concurrent: NURS 509CC

Corequisite
NURS 534

**Total Credits** 4

**Description**
In-depth anesthesia knowledge and critical thinking skills are applied to patients, problems and conditions requiring highly specialized anesthesia or surgical intervention. The concepts of anesthesia assessment, planning, techniques and pharmacologic interventions are applied to patients with acute and chronic pain, obstetric and pediatric patients and patients with catastrophic conditions.

**Course Outcome**
1. Apply concepts and theories of basic and advanced biophysical and psycho-social principles in the delivery of anesthesia care for highly specialized patients, problems and conditions.
2. Analyze and synthesize basic and advanced biophysical and psychosocial principles, including physiological alterations and therapeutic drugs, in the planning, implementation and evaluation of the anesthesia management of highly specialized patients, problems and conditions.
3. Integrate research findings from the anesthesia literature into the care of highly specialized patients, problems and conditions.

**Prerequisite**
NURS 533 Concurrent: NURS 509CD

**Corequisite**
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<td>NURS 535</td>
<td>Pharmacology of Anesthetic Agents I</td>
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**Description**

This course involves the study of the pharmacokinetics, pharmacodynamics, indications and contraindications of commonly used agents in the practice of anesthesia.

**Course Outcome**

1. Students will demonstrate an understanding of the pharmacokinetics and pharmacodynamics of inhalation, intravenous, and other adjunctive drugs used in the practice of anesthesia.

2. Students will understand the physiologic consequences and form a rational basis for the selection and use of various anesthetic agents.

**Prerequisite**

Admission to the Nurse Anesthesia Program

**Corequisite**
Pharmacology of Anesthetic Agents II

Total Credits 3

Description
Continuation of NURS 535 this course involves the study of the pharmacokinetics, pharmacodynamics, indications and contraindications of commonly used agents in the practice of anesthesia.

Course Outcome
1. Students will demonstrate an understanding of the pharmacokinetics and pharmacodynamics of inhalation, intravenous, and other adjunctive drugs used in the practice of anesthesia.
2. Students will understand the physiologic consequences and form a rational basis for the selection and use of various anesthetic agents.

Prerequisite
NURS 531, NURS 535, NURS 509CA

Corequisite
Professional Issues for Nurse Anesthetists

**Total Credits** 3

**Description**
The focus of this course is on the identification and analysis of the professional components of nurse anesthesia practice emphasizing role development, medical, ethical and legal responsibilities, scope of practice and standards of care. Other areas that will be explored include quality assurance, legislative process, credentialing, professional organization, historical perspectives and analyzing complex practice models.

**Course Outcome**
1. Identify the historical events and significant contributions leading to the development of the nurse anesthesia specialty.
2. Discuss the importance of understanding and integrating scope of practice and standards of care into anesthesia practice.
3. Discuss and analyze essential legal aspects pertaining to nurse anesthesia such as the patient’s bill of rights, informed consent, malpractice, liability and documentation.
4. Explore and analyze common ethical dilemmas in anesthesia practice.
5. Demonstrate a basic understanding of the role of governmental regulations that effect reimbursement for anesthesia services.
6. Analyze the risk factors and behaviors related to chemical dependency and mechanisms available to assist anesthesia providers who face this problem.

**Prerequisite**
NURS 533, NURS 509CC

**Concurrent:** NURS 534 and NURS 509CD

**Corequisite**
NURS 538/638

Emerging Trends in Nursing Education Curriculum

Total Credits 3

Description
This course addresses philosophical and pedagogical approaches to developing curriculum in academic and service settings. Emphasis is given to developing and analyzing curriculum that is congruent with institutional and program mission, philosophy and goals, professional standards, and the needs and expectations of an educational institution’s community of interest. Essential components of curriculum evaluation will be introduced and legal, ethical and accreditation issues related to curriculum design and content will be explored.

Course Outcome
1. Use relevant nursing and health care theories, research, frameworks and pedagogies to develop evidence-informed and context relevant curriculum.
2. Examine current approaches to developing curriculum in academic and service settings.
3. Apply the principals of curriculum fidelity used to implement a comprehensive plan for curriculum evaluation.
4. Examine leadership attributes and activities used to implement curriculum change.
5. Analyze legal, ethical, and accreditation issues related to curriculum development.
7. Examine research designed to inform evidence-informed and context relevant curriculum.

Prerequisite
None

Corequisite
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<tr>
<th>Course Code: NURS 539/639</th>
<th>Evaluating Evidence for Nursing Practice</th>
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**Description**

This course will focus on the development of skills for systematically accessing and evaluating nursing literature. Nursing literature will be analyzed for its conceptual roots, clarity and consistency, and logical development, as well as its relevance and significance for nursing practice.

**Course Outcome**

1. Select search strategies and information technologies to manage and differentiate literature for scholarship.
2. Critique nursing literature for conceptualization, clarity and consistency, logical development, and relevance for practice.
3. Analyze and evaluate current research on a selected nursing clinical question.

**Prerequisite**

NURS 538/638, equivalent or permission of instructor

**Corequisite**

82
Description
This course examines the theoretical frameworks and systems influencing current advanced psychiatric-mental health nursing practice. The course is intended to provide a foundation for understanding the social movements, theories and theorists that have influenced psychiatric-mental health nursing and inform current practice, including health and mental health promotion. Students will read and discuss classic interdisciplinary works and analyze their impact on our understanding of individuals, families, and communities. Historical and current contextual factors that impact the application of theory to mental health systems of care and practice will be explored. Research and trends impacting advanced psychiatric-mental health nursing practice and roles will be examined.

Course Outcome
1. Identify and analyze economic, cultural, and social factors as they impact the conceptualization of mental health and illness.
2. Analyze the historical context of critical economic, cultural, and social factors that impact individual and population mental health today, including health promoting strategies.
3. Analyze the foundational, theoretical, and research literature in addition to nursing standards influencing advanced psychiatric-mental health nursing practice and roles.

Prerequisite
Admission to the PMHNP program or permission of instructor

Corequisite
NURS 544

Psychosocial Development in Advanced Practice Nursing

Total Credits 3

Description
This course will provide depth and refinement of knowledge of human development for advanced clinical practice with children, adolescents, and adults. Psychological, cognitive, and emotional theories will be studied and applied to individuals. Emphasis will be on understanding how development influences evolution of personality and character as well as how to utilize this understanding in assessing and providing patient care.

Course Outcome
At the completion of this didactic course, students will accomplish the following objectives:
1. Compare and contrast selected theories of human development.
2. Discuss the application of these selected theories to normative and impaired individual and family development.
3. Analyze the implication of selected developmental research findings for advanced nursing practice.

Prerequisite
Graduate standing.

Corequisite

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<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td><strong>Description</strong></td>
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<tr>
<td>This course provides the knowledge base about community mental health systems for advanced psychiatric-mental health nursing students. The course will explore and analyze local, regional, and national community mental health systems as well as the policy decisions that affect mental health care. Strategies for contributing to and influencing the care of disadvantaged and marginalized mental health care consumers in publicly funded systems will be examined. The critical role of the PMHNP is promoting and managing the mental health of populations in the public sector will be analyzed with the goal of providing care for this vulnerable population.</td>
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<tr>
<td><strong>Course Outcome</strong></td>
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<tr>
<td>1. Analyze the local, regional and national public mental health care systems, including the socioeconomic context for providing care.</td>
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<td>2. Strategize approaches to influencing state and national policy for publically-funded mental health care.</td>
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<tr>
<td>3. Analyze the role and influence of the PMHNP in a community mental health setting.</td>
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<td>4. Examine local and state resources for mental health services with vulnerable populations.</td>
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<tr>
<td><strong>Prerequisite</strong></td>
<td>NURS 541</td>
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<td><strong>Corequisite</strong></td>
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</table>

Quality Science in Health Services and Academic Practice

Total Credits 3

Description

Quality Science has a theoretical and practice foundation that will be the focus of this course. An introduction to key organizational functions that enhance clinical care, how they are constructed, measured, and improved will be emphasized, along with tools that can be used to deconstruct and re-construct both health services and academic processes. The use of valid and reliable metrics will be introduced, such that variation can be examined and minimized to produce effective and efficient client outcomes. The impact of designing care delivery systems that build capacity and the issues with sustaining capacity will be explored.

Course Outcome

On successful completion of this course, the student will be able to:
1. Construct and, measure to and improve at least one clinical or academic organizational function.
2. Select valid and reliable metrics for analysis in measuring variation.
3. Apply quality science tools to health services and academic settings.
4. Plan an approach to capacity building that builds in and sustains quality.

In addition, students enrolled in NURS 748 will be able to:
5. Analyze and synthesize improvement tools to create a measurement schema for sustainable quality.

Prerequisite

NURS 596 for MN students, or by permission of the instructor for doctoral students

Corequisite
Evidence Driven Clinical and Organization Effectiveness

Total Credits 3

Description
This course will introduce and examine frameworks for measuring and evaluating organizational change with excellence as a driving force (e.g., LEAN, Capp and Baldrige). Optimizing outcomes for people (patients and service delivery personnel), process and product will be examined. Decision science, decision making tools (e.g., root cause analysis, SWOT and SOAR) and decision making grounded in the use of multiple types of existing data (i.e., epidemiological, risk, quality, and research) will be examined for predictive analytics. Validity and reliability of existing data will be used to determine the potential consequences of decision making.

Course Outcome
On successful completion of this course, the student will be able to:

1. Select and use frameworks for measuring and evaluating organizational decision making and outcomes.
2. Structure a change process with built-in decision points using multiple data types.
3. Evaluate the reliability and validity of multiple data types and the consequences of decision making in a Complex Adaptive System.
4. Examine the impact of predictive analytics on enhancing organizational viability.

In addition, students enrolled in NURS 7XX will be able to:

5. Analyze and synthesize content related to predictive analytics, make predictive statements and recommendations for use.

Prerequisite
NURS 596, 548 for MN students, or by permission of the instructor for doctoral students

Corequisite
Complex Health Conditions

In this course, students will gain advanced knowledge in understanding and intervening with complex health conditions related to individuals and populations in their practice area, the nursing care of older adults experiencing common geriatric syndromes. This course will provide opportunities for students to apply this knowledge in the context of educating current and future healthcare professionals through case-based learning activities.

**Course Outcome**

At the end of this course, the student will be able to:

1. Examine the impact of complex health conditions on individuals, populations, and society.
2. Identify the healthcare professionals’ role in addressing complex health conditions.
3. Apply advanced knowledge to evaluate and promote healthcare change initiatives.
4. Examine the concepts of interprofessional education and care in the context of improving health for individuals and/or populations with complex health conditions.
5. Examine strategies for enhancing the knowledge and practice of current and future healthcare professionals as they provide care for individuals and populations with complex health needs.

In addition, students enrolled in 651 will be able to:

6. Examine and integrate concepts related to management of complex health conditions into research and advance practice.

**Prerequisite**

None

**Corequisite**

None
NURS 552

Understanding and Intervening in Common Mental Health Problems of Elders

Total Credits 3

Description
This course focuses on the major mental health issues faced by older adults and their family caregivers: dementia, delirium, depression. Other mental health issues that affect the older population are also covered, including: substance abuse and issues at end-of-life. The theoretical and research base for mental health nursing interventions will be presented. Emphasis will be placed on helping nurses in research and advanced practice understand the specific dynamics of the older adult’s mental health concerns and develop interventions, programs, or research tailored to meet the needs of older individuals and their family members or caregivers across a variety of settings.

Course Outcome
Upon completion of the course, the student will be able to:
1. Analyze concepts and models for understanding the responses of older persons experiencing serious mental health problems and of their caregivers.
2. Discuss the conduct of a comprehensive mental health assessment and analyze intervention strategies for elders with complex physical, social, and mental health needs.
Masters Students
3. Analyze evidence-based intervention strategies for persons with dementia, delirium, and depression, taking into account the perspective of the person, the caregivers, and the caregiving system.
Doctoral Students
4. Critically analyze research methods for evaluating intervention strategies for persons with complex mental health issues, taking into account the theoretical, clinical, ethical, and methodological issues.

Prerequisite
NURS 571B for PMHNP students or permission from faculty for other specialties

Corequisite
Health Care Systems for Vulnerable Populations

Total Credits 3

Description
This course focuses on health services delivery to populations at particular risk for [health care disparities] OR [poor health status and limited access to care]. Students will gain advanced knowledge regarding how services are organized, accessed, delivered, and financed. Topics will include philosophical underpinnings that influence health care policies, privately and publically delivered systems, and current issues and trends in care delivery in the U.S. Students will have opportunities to apply course concepts to a specific vulnerable population.

Course Outcome
At the end of this course, the student will be able to:
1. For a specific population, describe factors associated with poor access to health services and/or poor health outcomes*
2. Use a systems framework to describe health services delivery in the U.S., and both intended and unintended consequences for different populations.
3. Understand regulatory and reimbursement structures relevant to care of specific populations.**
4. Demonstrate an understanding of the impact of national and local policies on practice with a specific vulnerable population.
5. Design learning activities addressing key concepts in health services delivery for a for a target student audience.***

Masters students
6. Analyze pertinent policy articles to assess the impact and significance of proposed changes to systems of care for a vulnerable population.

Doctoral students
6. Analyze pertinent policy articles to assess the impact and significance of proposed changes to systems of care for a vulnerable population.

Prerequisite
None

Corequisite
90
NURS 555
The Science of Child Development

Total Credits 4

Description
This course introduces students to philosophical models, evolving science, and controversies that inform our understanding of and approach to children, spanning the pediatric spectrum from birth to young adulthood.

Course Outcome
Upon successfully completing this course, students will be able to:

• Contrast popular and emerging developmental theories and approaches to children.
• Examine the core processes and links between physical, cognitive, emotional, and social development, from birth to young adulthood.
• Understand how family, culture, and environment affect growth and development, from birth to young adulthood.
• Communicate about child health and development research to policy makers and the public.

Key concepts include, but are not limited to: State theories/domains of development, Critical/sensitive periods, Developmental timing/plasticity, Life course Models/Developmental Origins of Health and Disease

Prerequisite
Enrollment in OHSU PNP Program or Permission of Faculty

Corequisite
**NURS 557**  
**Advanced Nursing Practice - Pediatric Chronic/Specialty Care**

**Total Credits** 3

**Description**
This course introduces advanced practice nursing students to current evidence and emerging science that support contemporary approaches to the assessment and management of common chronic pediatric health conditions and diseases, across the pediatric lifespan and across clinical practice settings.

**Course Outcome**
Upon successfully completing this course, students will be able to:
- Describe the elements of age-appropriate, physical, mental, and developmental assessments of children with common chronic pediatric health conditions and diseases across the pediatric lifespan.
- Examine age- or developmentally appropriate interventions for common chronic pediatric health conditions and diseases.
- Interpret age-appropriate and condition-specific diagnostic studies related to the initial/ongoing care of common chronic pediatric health conditions and diseases across the pediatric lifespan.
- Appreciate the complexities involved in providing culturally sensitive, patient-/family-centered primary care to children with common chronic pediatric health conditions and diseases.

**Prerequisite**  
NURS 515A/B, NURS 517, and NURS 519; NURS 567A or Permission of Faculty

**Corequisite**
**Pediatric Chronic/Specialty Care Practicum**

**Total Credits** 2

**Description**
This clinical course provides advanced practice nursing students with an opportunity to apply concepts from Pediatric Chronic/Specialty Care didactic coursework: 1) directly in pediatric chronic/specialty care clinical practice settings, and 2) indirectly through guided case studies. Emphasis is placed on advanced pediatric health assessment and patient/family-centered communication skills. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

**Course Outcome**
Upon successfully completing this clinical course, students will be able to:
- Conduct age-appropriate, physical, mental, and developmental assessments of children with common chronic pediatric health conditions and diseases across the pediatric lifespan.
- Provide age- or developmentally appropriate interventions for common chronic pediatric health conditions and diseases.
- Interpret age-appropriate and condition-specific diagnostic studies related to the initial/ongoing care of common chronic pediatric health conditions and diseases across the pediatric lifespan.
- Partner with families in planning ongoing, patient-centered, care for children with common chronic health conditions and diseases.

**Prerequisite**
NURS 567A and NURS 568A or Permission of Faculty

**Corequisite**

93
NURS 559/659

Total Credits 3

Understanding Social Determinants of Health

Description

In this course, students will gain advanced knowledge in the assessment of the older adult’s health status for the purposes of health promotion, health protection and disease prevention. This course will provide opportunities for students to apply this knowledge through case-based learning activities.

Course Outcome

1. Describe local, regional and national health disparities.
2. Identify factors that contribute to health disparities and vulnerability and interventions to mitigate them.
3. Select and evaluate resources and tools on health disparities and social determinants of health for different target audiences.
4. Design health disparity educational presentations for target audiences.
5. Examine how to integrate concepts related to vulnerable populations and health disparities into teaching, practice and/or policy development.

In addition, students enrolled in NURS 6XX will be able to:
6. Analyze literature related to topics pertinent to vulnerable populations and health disparities.

Prerequisite

None

Corequisite
## Introduction to Epidemiology and Population Health

| Total Credits | 3 |

### Description

In this course, students will gain introductory knowledge of epidemiologic principles and their practical application to health and health care. Students will apply epidemiologic methods to answer questions about the distribution of disease, death, disability and risk exposures in populations. The concepts of rates, risk, study design, and causal relationships between exposures and health outcomes as they pertain to select populations will be introduced.

### Course Outcome

1. Apply basic concepts of epidemiology to public health problems.
2. Demonstrate a basic understanding of epidemiologic methods and study design.
3. Use classical statistical approaches to describe the health of populations.
4. Identify key sources of epidemiologic data.

In addition, students enrolled in NURS 6XX will be able to:

5. Compile and analyze a selection of research evidence focused on a selected epidemiology topic.

### Prerequisite

None

### Corequisite

95
NURS 561/661

Total Credits 4

Description
This course emphasizes new advances in the science of learning as applied to performance-based curriculum models and instructional design. Students will review recent research on college teaching and nursing education, and have opportunity to develop basic skills in development of a syllabus, delivering a lecture for active learning, and leading class discussions. 4 credits, including laboratory

Course Outcome
1. Develop or modify a syllabus based on best-practices in teaching-learning. 2. Design effective learning activities. 3. Deliver an engaging class. 4. Lead case-based discussions. In addition, students in 661 will: Integrate pedagogical theory with specialty content to design curriculum and instruction in nursing.

Prerequisite
None

Corequisite

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<th>NURS</th>
<th>562/662</th>
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### Description

This course introduces approaches, processes, and tools that can be used to assess learning especially in a practice discipline. Topics include: design of performance assessment tasks, development of instructional rubrics to aid student learning and to guide performance assessment, construction of paper-and-pencil tests, the use of portfolios, and issues in grading achievement.

### Course Outcome

1. Construct written examinations, using evidence-based processes to assess learning  
2. Develop a rubric to guide evaluation of learning.  
3. Compare other methods of assessment of learning  
   In addition, students enrolled in NURS 6xx will be able to: Integrate pedagogical theory with specialty content to design learning assessment in nursing.

### Prerequisite

None

### Corequisite

97
**NURS 563/663 Simulation in Nursing Education**

| Total Credits | 3 | 1 or 3 |

**Description**
Students will be introduced to the theoretical basis for simulation learning as well as a variety of simulation tools. Opportunities to experience and participate in realistic (high fidelity) simulation will be integrated, using scenario development, debriefing and assessment strategies. Emphasis will be placed on simulations that include clinical judgement, teamwork, interdisciplinary communication, and resource management.

**Course Outcome**

All students (563/663/1 credit; and 563/663/3 credits):
1. Evaluate pedagogical frameworks that support the use of simulation as an essential component of clinical education.
2. Distinguish the principles of low, medium and high fidelity simulations, and identify opportunities for their use in a variety of educational situations.

Only 3 credit 563/663:
3. Integrate key concepts of clinical reasoning and judgment to design simulation experiences, including scenario writing and scenario implementation and debriefing.
4. Integrate simulation as an essential component of clinical curriculum.
5. Examine the essential characteristics of effective debriefing for reflective learning and formative evaluation of the learner.

Only 1 credit and 3 credit 663 Students:
6. Examine research and evidence regarding effectiveness of the use of simulation in nursing education.

**NOTE:** Students wishing to take the course for 2 credit hours must individually negotiate course expectations with the instructor.

**Prerequisite**
One year of graduate course work and permission of instructor

**Corequisite**
Course Number: NURS 564/664

Total Credits: 3

Description
This course examines a variety of clinical teaching models. It emphasizes the design of clinical learning experiences, drawing on studies of human learning, novice-expert development, clinical judgment, and clinical education. Students will be guided through the identification of key competencies and relevant and predictable clinical learning opportunities in their practice settings. Issues in clinical education, staff-faculty and student faculty interactions and in the national movement for clinical education reform will be explored.

Course Outcome
At the completion of NURS 564-664, students will be able to:

1. Develop clinical learning experiences that recognize developmental level of the student, incorporates research on clinical judgement & human learning, and draws on research related to the focus of the clinical activity (e.g. population, particular clinical problem)
2. Recognize and resolve issues in staff-faculty and student-faculty interactions
3. Develop strategies to support preceptors and other clinical teachers to engage in new clinical learning models

In addition, students enrolled in NURS 664 will be able to:
Integrate pedagogical theory with specialty content to design clinical teaching in nursing.

Prerequisite
Permission of Instructor

Corequisite
Description
This course introduces students to the unique aspects of pediatric health assessment, physical diagnosis, and technological skills needed used in primary care pediatrics. Students are required to complete either PEARS or PALS certification by the end of the course.

Course Outcome
Upon successfully completing this course, students will be able to:
- Identify communication strategies to improve the quality of data collected from and about children
- Conduct comprehensive and problem-focused, age-appropriate well-child health assessments and physical examinations with pediatric patients from birth to young adulthood.
- Recognize common variations and/or abnormalities found when completing the physical examination of a pediatric patient.
- Interpret basic pediatric screening, laboratory and imaging studies.
- Demonstrate the skills necessary for resuscitating and stabilizing the pediatric patient.

Key Concepts include, but are not limited to: 3-generation pedigree, health literacy, genetic/genomic literacy

Prerequisite
NURS 517 or equivalent
Pediatric Assessment & Diagnostics II

Total Credits 3

Description
This course introduces students to advanced pediatric health assessment, pediatric physical diagnosis, and technological skills used in acute/emergency/critical care pediatrics.
NOTE: Students will be required to complete PALS/APLS certification by the end of this course.

Course Outcome
Upon successfully completing this course, students will be able to:
• Identify communication strategies for use with families of children who are physiologically unstable, acutely/critically ill, and/or at the end-of-life.
• Conduct problem-focused, age-appropriate health assessments and physical examinations with physiologically unstable and/or acutely/critically ill pediatric patients.
• Interpret advanced pediatric laboratory and imaging studies.
• Demonstrate the advanced skills necessary for resuscitating and stabilizing the pediatric patient.

Prerequisite
NURS 565 A, NURS 569 & PALS certification

Corequisite
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<th>NURS 566</th>
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<td>Pediatric Pharmacology</td>
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**Description**

This course introduces students to the therapeutic principles that inform safe drug therapy in pediatrics across the health care continuum. Emphasis is placed on the unique aspects of pediatric pharmacology, including developmental pharmacology, the interaction and impact of development on pharmacokinetics and -dynamics, and emerging discoveries in pharmaco-genetics/genomics.

**Course Outcome**

Upon successfully completing this course, students will be able to:

- Recognize the therapeutic principles that underlie pediatric pharmacology.
- Examine the developmental changes and physiologic factors that influence pharmacokinetics and -dynamics in children, from birth through young adulthood.
- Identify the influence of pharmaco-genetics/-genomics in pediatric prescribing.
- Describe the unique ethical and safety considerations involved in drug research, use of off-label medications, and prescribing of drugs across the pediatric age spectrum and clinical practice environments.

Key concepts include, but are not limited to: Developmental pharmacokinetics, developmental pharmacodynamics, pharmacogenetics/genomics

**Prerequisite**

NURS 519 or equivalent

**Corequisite**
NURS 567A
Advanced Nursing Practice - Pediatric Primary Care I

Total Credits 4

Description
This course introduces students to current evidence and emerging science underlying contemporary approaches to primary care for infants, children, and adolescents. Emphasis is placed on health promotion/protection, disease prevention, screening, and early intervention.

Course Outcome
Upon successfully completing this course, students will be able to:
• Describe the elements of age-appropriate, comprehensive, well-child physical, mental, and developmental assessments across the pediatric lifespan.
• Examine age-appropriate health promotion/protection and disease prevention interventions across the pediatric lifespan.
• Identify age-appropriate, developmental, and condition-specific screening and diagnostic studies used in well-child care across the pediatric lifespan.
• Appreciate the complexities involved in providing culturally sensitive, patient-/family-centered well-child care.

Prerequisite
NURS 515A/B, NURS 517, and NURS 519

Corequisite
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<th>Course: Advanced Nursing Practice - Pediatric Primary Care II</th>
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<td><strong>NURS 567B</strong></td>
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<td><strong>Total Credits</strong>: 4</td>
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### Description
This course introduces students to current evidence and emerging science underlying contemporary approaches to the assessment and management of common pediatric health conditions, injuries, and diseases. Emphasis is placed on episodic care and identification of the need for referrals/consultations.

### Course Outcome
Upon successfully completing this course, students will be able to:
- Describe the elements of age-appropriate, problem-focused physical, mental, and developmental assessments of children with common pediatric health conditions, injuries, and minor acute illness/disease across the pediatric lifespan.
- Examine age-appropriate management of common pediatric health conditions, injuries, and minor acute illness/disease.
- Identify age-appropriate and condition-specific diagnostic and imaging studies used in the assessment and management of common pediatric health conditions, injuries, and diseases.
- Appreciate the complexities involved in providing culturally sensitive, patient-/family-centered care to children with common pediatric health conditions, injuries, and minor acute illness/disease.

### Prerequisite
NURS 515A/B, NURS 517, and NURS 519; NURS 567A, or Permission of Faculty

### Corequisite
104

104
NURS 568A
Pediatric Primary Care Practicum I

Total Credits 2

Description
This first, beginning-level clinical course provides advanced practice nursing students the opportunity to apply concepts from Pediatric Primary Care I didactic coursework: 1) directly in pediatric primary care clinical practice settings, and 2) indirectly through guided case studies. Emphasis is on developing advanced pediatric health assessment and patient/family-centered communication skills. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

NOTE: This is the first in a series of pediatric primary care clinical rotations. The focus of the clinical rotation is on well-child care.

Course Outcome
Upon successfully completing this first, beginning-level clinical course, students will be able to:
• Conduct age-appropriate, comprehensive well-child physical, mental, and developmental assessments across the pediatric lifespan.
• Provide age-appropriate, health promotion/protection and disease prevention interventions across the pediatric lifespan.
• Interpret age-appropriate, developmental, and condition-specific screening and diagnostic studies used in well-child care.
• Partner with families in planning patient-centered, pediatric well-child care

Prerequisite
NURS 515A/B, NURS 517, and NURS 519; NURS 567A, or Permission of Faculty

Corequisite

105
NURS 568B

Pediatric Primary Care Practicum II

Total Credits 3

Description
This second, beginning-level clinical course provides advanced practice nursing students with the opportunity to apply concepts from Pediatric Primary Care II didactic coursework: 1) directly, in pediatric primary care clinical practice settings, and 2) indirectly, through guided case studies. Emphasis is placed on refining advanced pediatric health assessment and patient/family-centered communication skills. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

NOTE: This is the second in a series of pediatric primary care clinical rotations. The focus of the clinical rotation is on minor acute illness, common pediatric health conditions, injuries, and diseases.

Course Outcome
Upon successfully completing this second, beginning-level clinical course, students will be able to:

• Conduct age-appropriate, problem-focused physical, mental, and developmental assessments across the pediatric lifespan.
• Provide age-appropriate management of common health conditions, injuries, and diseases across the pediatric lifespan.
• Interpret age-appropriate, developmental, and condition-specific screening and diagnostic studies used in the management of common pediatric health conditions, injuries, and diseases.
• Partner with families in planning patient-centered, episodic care for children with common health conditions, injuries, and diseases.

Prerequisite
NURS 568A, or Permission of Faculty

Corequisite
# Pediatric Primary Care Advanced Practicum - Clinical Immersion I

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## Description

This first, advanced-level clinical course immerses advanced practice nursing students in pediatric primary care clinical settings. Emphasis is placed on continued integration of didactic content and beginning assimilation of the novice role of the primary care pediatric nurse practitioner, while interacting with children/families and other health care professionals. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

## Course Outcome

Upon successfully completing this first, advanced-level clinical course, students will be able to:

- Conduct age-appropriate, problem-focused and comprehensive physical, mental, and developmental assessments across the pediatric lifespan.
- Distinguish common differential diagnosis in pediatric primary care.
- Develop comprehensive plans of care, including age-appropriate and condition-specific assessment and management, screening/diagnostic studies, pharmacotherapeutics, non-pharmacological therapies, education/counseling and/or referrals.
- Demonstrate skill/flexibility in providing age-appropriate, culturally sensitive patient/family education and counseling in pediatric primary care.
- Appreciate the complexities involved in interprofessional communication and collaboration.

## Prerequisite

NURS 568B, or Permission of Faculty

## Corequisite

107
Pediatric Primary Care Advanced Practicum - Clinical Immersion II

Total Credits: 3

Description
This second, advanced-level clinical course immerses advanced practice nursing students in a variety of pediatric primary care clinical settings. Emphasis is placed on synthesis of didactic content, continued assimilation of the novice role of the primary care pediatric nurse practitioner, and collaboration with other health care professionals/agencies while providing high quality pediatric primary care. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

Course Outcome
Upon successfully completing this second, advanced-level clinical course, students will be able to:
• Examine age-appropriate, problem-focused and comprehensive physical, mental, and developmental assessments across the pediatric lifespan.
• Consider common differential diagnosis in pediatric primary care.
• Defend comprehensive plans of care, including age-appropriate and condition-specific assessment and management, screening/diagnostic studies, pharmacotherapeutics, non-pharmacological therapies, education/counseling and/or referrals.
• Model skill/flexibility in providing age-appropriate, culturally sensitive patient/family education and counseling in pediatric primary care.
• Appreciate the complexities involved in interprofessional communication and collaboration.

Prerequisite
NURS 568C, or Permission of Faculty

Corequisite

108
NURS 569

Advanced Nursing Practice - Pediatric Acute/Complex Care

Total Credits 4

Description
This course introduces students to current evidence and emerging science underlying contemporary approaches to the assessment and management of the acutely ill, physiologically unstable, and/or technologically dependent pediatric patient. Emphasis is placed on urgent, critical, and restorative care.

Course Outcome
Upon successfully completing this course, students will be able to:
• Describe the elements of age-appropriate, problem-focused/comprehensive physiological assessment of critically ill, physiologically unstable, and/or technologically dependent children across the pediatric lifespan.
• Examine age-appropriate, condition-specific interventions used in the care of critically ill, physiologically unstable, and/or technologically dependent children across the pediatric lifespan.
• Interpret age-appropriate, condition-specific diagnostic and imaging studies used in the management of children with acute, unstable, and/or critical pediatric conditions.
• Appreciate the complexities involved in providing culturally sensitive, patient-/family-centered care to children who are critically ill, physiologically unstable, and/or technologically dependent.

Prerequisite
NURS 567A/B

Corequisite

**Description**

This first, beginning-level clinical course provides advanced practice nursing students with an opportunity to apply concepts from Pediatric Acute/Complex Care didactic coursework: 1) directly, in pediatric acute/complex care clinical practice settings, and 2) indirectly, through guided case studies. Emphasis is placed on acute care, advanced pediatric health assessment and patient/family-centered communication skills. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

NOTE: This is the first in a series of pediatric acute/complex care clinical rotations.

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**Course Outcome**

Upon successfully completing this first, beginning-level clinical course, students will be able to:

- Conduct age-appropriate, problem-focused physiological assessment of critically ill, physiologically unstable, and/or technologically dependent children across the pediatric lifespan.
- Provide age-appropriate, condition-specific interventions used in the care of critically ill, physiologically unstable, and/or technologically dependent children across the pediatric lifespan.
- Interpret age-appropriate, condition-specific diagnostic and imaging studies used in the management of children with acute, unstable, and/or critical pediatric conditions.
- Partner with families in planning patient-centered care within acute, complex care settings.

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**Prerequisite**

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**Corequisite**

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Pediatric Acute/Complex Care Practicum II

Total Credits 3

Description
This second, beginning-level clinical course provides advanced practice nursing students with continued opportunities to apply concepts from Pediatric Acute/Complex Care didactic coursework: 1) directly in pediatric acute/complex care clinical practice settings, and 2) indirectly through guided case studies. Emphasis is placed on complex care, advanced pediatric health assessment, patient/family-centered communication skills. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

Course Outcome
Upon successfully completing this second, beginning-level clinical course, students will be able to:
• Conduct age-appropriate, comprehensive physiological assessment of complex critically ill, physiologically unstable, and/or technologically dependent children across the pediatric lifespan.
• Provide age-appropriate, condition-specific interventions used in the care of complex critically ill, physiologically unstable, and/or technologically dependent children across the pediatric lifespan and clinical practice sites.
• Interpret age-appropriate, condition-specific diagnostic and imaging studies used in the management of children with complex acute, unstable, and/or critical pediatric conditions.
• Partner with families in planning patient-centered care within acute, complex care settings.

Prerequisite
NURS 570A or Permission of Faculty

Corequisite

111
NURS 570C

Pediatric Acute/Complex Care Advanced Practicum - Clinical Immersion I

Total Credits 4

Description
This first, advanced-level acute/complex clinical course immerses advanced practice nursing students in pediatric acute/complex care clinical settings. Emphasis is placed on continued integration of didactic content and beginning assimilation of the novice role of the acute care pediatric nurse practitioner, while interacting with children/families and other health care professionals. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

Course Outcome
Upon successfully completing this first, advanced-level clinical course, students will be able to:
• Conduct age-appropriate, problem-focused and comprehensive physiological assessments of acute/complex critically ill, physiologically unstable, and/or technologically dependent children across the pediatric lifespan.
• Distinguish common differential diagnosis in pediatric acute/complex care.
• Develop comprehensive plans of care, including age-appropriate and condition-specific assessment and management, diagnostic studies, pharmacotherapeutics, non-pharmacological therapies, education/counseling and/or referrals.
• Demonstrate skill/flexibility in providing age-appropriate, culturally sensitive patient/family education and counseling in pediatric acute/complex care.
• Appreciate the complexities involved in interprofessional communication and collaboration.

Prerequisite
NURS 570B or Permission of Instructor

Corequisite

112
Pediatric Acute/Complex Care Advanced Practicum - Clinical Immersion

**Description**
This second, advanced-level clinical course immerses advanced practice nursing students in a variety of pediatric acute/complex care clinical settings. Emphasis is placed on synthesis of didactic content, continued assimilation of the novice role of the acute/complex care pediatric nurse practitioner, and collaboration with other health care professionals/agencies while providing high quality acute/critical care. Students are assigned to clinical practice settings with a preceptor. Faculty guidance/supervision is provided.

**Course Outcome**
Upon successfully completing this second, advanced-level clinical course, students will be able to:
- Examine age-appropriate, problem-focused and comprehensive physiological assessments of acute/complex critically ill, physiologically unstable, and/or technologically dependent children across the pediatric lifespan.
- Consider common differential diagnosis in pediatric acute/complex care.
- Defend comprehensive plans of care, including age-appropriate and condition-specific assessment and management, diagnostic studies, pharmacotherapeutics, non-pharmacological therapies, education/counseling and/or referrals.
- Model skill/flexibility in providing age-appropriate, culturally sensitive patient/family education and counseling in pediatric acute/complex care.
- Appreciate the complexities involved in interprofessional communication and collaboration.

**Prerequisite**
NURS 570C or Permission of Faculty

**Corequisite**

113
NURS 571A
Assessment and Diagnosis in Advanced Psychiatric-Mental Health Nursing: Child & Adolescent

Total Credits 3

Description
This course focuses on assessment, diagnosis, evaluation, and documentation regarding the common mental health problems and major psychiatric disorders of childhood and adolescence. Selected theoretical frameworks and the major psychiatric criteria and taxonomy are reviewed as foundations for clinical decisions and diagnostic formulations. Clinical approaches and methods for assessing and conducting psychiatric evaluations of children and adolescents are introduced, with attention to cultural and systems perspectives. Students gain knowledge of standardized measurement tools, treatment guidelines, evidence-based treatments, and ongoing research in the field of child and adolescent psychiatry. Communication, education, and collaboration with the client’s parents/guardians, family, school, support systems, and the interdisciplinary teams are emphasized.

Course Outcome
1. Conduct psychiatric evaluations and diagnose common mental health problems and psychiatric disorders in children and adolescents.
2. Synthesize, prioritize and document psychiatric and mental health evaluation data in a retrievable format for children and adolescents.
4. Demonstrate professional accountability through collaborative education and communication with the interdisciplinary team.

Prerequisite
Prerequisites include admission to PMHNP program, NURS 571B or permission of faculty of record.
NURS 571B
Assessment and Diagnosis in Advanced Psychiatric-Mental Health Nursing: Adult

Total Credits 3

Description
This course focuses on advanced nursing practices of assessment, diagnosis, evaluation, and documentation of common mental health problems and major psychiatric disorders of adulthood. Clinical approaches and methods for assessing and conducting psychiatric evaluations of adults are introduced, with attention to cultural and systems perspectives. Emphasis is placed on the use of the major psychiatric diagnostic taxonomy and criteria, standardized measurement tools, clinical consensus and evidence-based treatment guidelines, and ongoing research in the field. Communication, education, and collaboration with the client’s formal and informal support systems and the interdisciplinary treatment team are also emphasized.

Course Outcome
At the completion of this didactic course, students will demonstrate the following competencies:
1. Conduct psychiatric evaluations and diagnose common mental health problems and psychiatric disorders in adults.
2. Integrate the role of substance use and abuse into assessment, diagnosis outcomes for adults.
3. Document and communicate psychiatric evaluation, intervention, and follow up data in a retrievable form.
4. Demonstrate professional accountability through collaborative education and communication with the interdisciplinary team and system of care.

Prerequisite
Admission to PMHNP program or permission of instructor

Corequisite
115
The course focuses on family assessment and child, adolescent, and family intervention strategies used by advanced practice psychiatric mental health nurses across a range of clinical settings. Theory, research, and practice guidelines relevant to clinical processes with children, adolescents, and family systems will be emphasized. Diagnostic formulations of family system functioning and clinical formulations of child and adolescent treatment plans are the central focus of this course.

Course Outcome
At the completion of this didactic course, students will demonstrate the following competencies:

1. Develop and communicate a comprehensive diagnostic formulation of factors affecting the functioning of a family system
2. Select an evidence-based therapeutic model when intervening and making individual and/or family treatment recommendations for the child, adolescent, and/or family system
3. Develop therapeutic relationships as a basis for delivering evidence-based interventions to children, adolescents, and/or families
4. Monitor, measure, document, and evaluate intervention processes and outcomes
5. Demonstrate professional accountability through collaborative education and communication with the interdisciplinary team
6. Obtain supervision/consultation to enhance one's own ability to deliver safe and effective therapeutic interventions to children, adolescents, and/or families.

Prerequisite
NURS 571A, acceptance into Graduate PMHNP program or permission of instructor
## Introduction to Psychotherapy with Adults

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<thead>
<tr>
<th>NURS</th>
<th>572B</th>
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<td>Total Credits</td>
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### Description
This course provides an overview of therapeutic intervention strategies utilized by the mental health nurse practitioners. Central to the course will be the therapeutic relationship and clinical formulation of treatment plans appropriate to the patient needs and treatment environment. Emphasis will be placed on the development of a therapeutic alliance, stabilization for therapy, psychodynamic principles, and supportive therapy behavioral strategies. An overview of group intervention will be provided.

### Course Outcome
At the completion of this didactic course, students will demonstrate the following competencies:

1. Demonstrate the understanding of the development of therapeutic relationships as the basis for assessment and provision of evidence-based intervention strategies.
2. Compare and contrast psychodynamic, cognitive/behavioral, humanistic, and experiential approaches to psychotherapy.
3. Analyze clinical cases utilizing the major psychotherapeutic approaches.
4. Demonstrate understanding of context of treatment environment and clinical issues in determining intervention approaches.

### Prerequisite
NURS 544

### Corequisite
117
<table>
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<tr>
<th>NURS</th>
<th>572C</th>
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<td>Total Credits</td>
<td>3</td>
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**Description**

This course surveys current brief psychodynamic, cognitive behavioral and interpersonal therapy models and prepares the student in advanced psychiatric-mental health nursing to begin applying short-term, goal-oriented psychotherapeutic techniques. Students will build on their assessment and diagnostic skills to develop treatment goals and plans appropriate for the patient diagnosis, personality, presentation, and primary concern. Additionally, students will learn to implement brief psychotherapeutic techniques appropriate for the patient’s developmental and sociocultural context.

**Course Outcome**

At the completion of this didactic course, students will demonstrate the following competencies:

1. Compare, contrast, and differentiate brief psychodynamic, cognitive behavioral, and interpersonal therapy models.
2. Critically analyze the theories and models of brief therapies in the context of advanced psychiatric mental health nursing practice.
3. Analyze clinical cases in which brief, psychodynamic, cognitive behavioral, and interpersonal therapy models are desirable and appropriate intervention.
4. Demonstrate development of short-term therapeutic goals and treatment plans with attendant intervention strategies.

**Prerequisite**

NURS 544, NURS 571B, NURS 572B

**Corequisite**

118
**Psychodynamic Therapy**

**Total Credits** 3

**Description**
This course will examine the use of theoretical models of personality, psychopathology, and therapeutic process to guide the conduct of psychodynamic psychotherapy. Problem formulation and treatment planning, tracking the focus of therapy, implementing change, and relationship management will be explored in the context of longer term therapy. The underpinning for the termination process will be provided.

**Course Outcome**
At the completion of this didactic course, students will demonstrate the following competencies:

1. Compare, contrast, and differentiate theoretical models of personality, psychopathology, and therapeutic process.
2. Critically analyze the theories and models of psychotherapy in the context of advanced psychiatric-mental health nursing practice.
3. Analyze clinical cases in which dynamic therapy models are desirable and appropriate intervention.
4. Analyze clinical cases in terms of problem formulation, treatment planning, identifying the focus of therapy and strategies for tracking that focus, strategies for implementing change, and the relationship management issues, including termination of therapy.
5. Demonstrate development of long term therapeutic goals and treatment plans, with attendant intervention strategies.

**Prerequisite**
NURS 572B, NURS 572C

**Corequisite**
**Psychopharmacology: Adults**

**Total Credits** 4

**Description**
This course provides a foundation in the fundamental concepts of general pharmacology, with an emphasis on the principles and practice of prescribing psychotropic medications. The course examines the basic neuroanatomical and neurophysiological principles that inform neurobiologically-based psychopharmacotherapeutic decision-making. This course will include an introduction to clinical application of psychopharmacological interventions.

**Course Outcome**
1. Incorporate psychopharmacological interventions to treat symptoms of a range of psychiatric illnesses.
2. Develop therapeutic relationships as a basis for delivering evidence-based interventions. Obtain supervision/consultation to enhance one's own ability to deliver safe and effective therapeutic interventions.

**Prerequisite**
NURS 519, NURS 571B or permission from instructor.

**Corequisite**
Psychopharmacology: Children & Adolescents

Total Credits 2

Description
This course examines the neurobiological basis and developmental pharmacokinetics for psychopharmacological decision-making with children and adolescents. This course is intended to provide a foundation in child and adolescent psychopharmacology for psychiatric mental health nurse practitioners. Students will analyze current research, guidelines, clinical evidence and clinical assessment data to guide clinical decisions for prescribing and managing psychopharmacological interventions for children and adolescents with a variety of psychiatric illnesses. Issues of informed consent that impact prescribing to children and adolescents will be discussed.

Course Outcome
1. Provide psychopharmacological interventions to treat symptoms for a range of psychiatric illnesses in children and adolescents. 2. Develop therapeutic relationships with children, adolescents, and their families as a basis for delivering evidence-based interventions. 3. Monitor, measure, document, and evaluate psychopharmacological intervention processes and outcomes. 4. Demonstrate professional accountability through collaborative education and communication with the interdisciplinary team. 5. Obtain supervision/consultation to enhance one's own ability to deliver safe and effective therapeutic interventions to children and adolescents.

Prerequisite
NURS 519, NURS 571A, NURS 574A concurrent or permission of instructor.

Corequisite
NURS 574C

Advanced Psychopharmacology: Adults

Total Credits 2

Description
This course builds on the principles that were the focus of NURS 574A. Students will analyze and discuss the research and clinical evidence for prescribing psychopharmacologic agents based on target symptoms, neurobiological circuits to which these symptoms can be putatively attributed, and practice guidelines with an emphasis placed on interactive learning via case studies. This course will include the prescription of psychopharmacologic agents for adults with persistent, refractory symptoms; treating patients with comorbid substance abuse issues; and other complex clinical situations.

Course Outcome
At completion of this didactic course, students will demonstrate the following competencies: 1. Provide psychopharmacological interventions at an advanced level to treat symptoms of a full range of psychiatric illnesses and conditions. 1.1. Integrate research and clinical evidence regarding the neurobiological etiology of symptoms and the mechanisms of action of psychopharmacologic agents. 2. Analyze psychopharmacological intervention processes in relation to patient outcomes. 2.1. Evaluate the impact of psychopharmacological interventions on outcomes of care, and adjust intervention strategies according to outcome evaluation.

Prerequisite
NURS 574A, NURS 574B

Corequisite
Budget and Finance for the Nurse Leader

Total Credits 3

Description
This course provides a framework for understanding financial management for the nurse leader. The core concepts of revenue streams, workflows, budgets and budget variances will be examined. Financial data driven decision making will be a focus.

Course Outcome
At the completion of this course, the students will be able to:
1. Differentiate between various financing schema including revenue streams
2. Classify varieties of budgets for their strengths and applicability
3. Develop a budget request including operational and capital sections
4. Analyze budget variances

Prerequisite
Graduate Standing

Corequisite

123
## NURS 581
### Nurse-Midwifery Management of the Intrapartum Period

| Total Credits | 4 |

### Description
This course is a critical analysis and application of current theory, research, and knowledge relevant to the nurse-midwifery management of women’s care in intrapartum period. The systematic evaluation of current nurse-midwifery management models and the analysis of factors which influence these models.

### Course Outcome
1. Synthesize and apply knowledge about normal and selected complicated processes in the intrapartal period in the nurse-midwifery management of childbearing families.
2. Apply selected theories, concepts, and principles from prerequisite and concurrent courses in the nurse-midwifery management of women and their families.
3. Collaborate with the members of other disciplines to develop, coordinate, and evaluate intrapartal nurse-midwifery care.
4. Critique selected intrapartal literature.
5. Analyze a selected practice question from both a clinical and research perspective.

### Prerequisite
NURS 584, NURS 515A  
Concurrent: NURS 515B (optional)
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<tr>
<th>Course Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>NURS 582</td>
<td>A critical analysis and application of current research, theory and knowledge relevant to the nurse-midwifery/nurse practitioner management of the neonate.</td>
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</tbody>
</table>

**Course Outcome**

1. Analyze and apply the research and theory base essential for the management of the normal newborn and common problems of the newborn.
2. Critically analyze selected research on the care of the newborn and the newborn’s role in the family.
3. Demonstrate necessary assessments and procedures required in resuscitation of the newborn, including NRP certification.
4. Demonstrate mastery in the assessments necessary to manage, independently and interdependently, the care of the neonate.
5. Demonstrate appropriate professional role functioning as a care provider for the neonate.

**Prerequisite** None

**Corequisite** 125
NURS 583  
Foundations of Midwifery Care During the Reproductive Cycle

Total Credits 2

Description
This course focuses on the analysis of research, theory, models and standards that provide the foundation of midwifery care for women during the reproductive cycle. Psychosocial and cultural aspects of women’s health care are emphasized. Attention is given to the psychosocial development of the childbearing family, the historical development of health care and health care policy for childbearing women in the U.S., the history of midwifery and the ACNM, and the midwifery model of care.

Course Outcome
1. Analyze research and theory relevant to the psychosocial, cultural aspects of childbearing for women and their families
2. Identify the historical origins of the western model of health care during the childbearing cycle and the development of relevant health care standards and policies for women’s health care.
3. Analyze the components of prenatal and postpartum health care, childbirth education, relevant health care standards and the evidence supporting their efficacy.
4. Analyze the impact of violence, poverty and substance abuse on the health of women in contemporary society.
5. Discuss the historical development of midwifery and the structure and function of the American College of Nurse-Midwives (ACNM).
6. Compare and contrast the midwifery model of care with the models of other disciplines as they relate to the care of childbearing women.

Prerequisite
Admission to the nurse-midwifery program or permission of instructor

Corequisite
Antepartum & Postpartum Management

Total Credits 5

Description
This course focuses on the critical analysis and application of current theory, knowledge, and research relevant to the primary management of childbearing women and their families during the antepartum and postpartum periods. Particular attention is given to pregnancy physiology and to acquiring a thorough understanding of normal processes. Identification of factors which define populations at greatest risk for adverse outcomes and of specific health care needs and beliefs of culturally diverse populations is addressed. Education and health promotion for the childbearing family are also emphasized.

Course Outcome
1. Apply selected theories, concepts, principles and knowledge from pre-requisites and concurrent courses to the primary management of antepartum and postpartum women and their families.
2. Apply knowledge regarding pregnancy physiology, normal processes and risk assessment to the primary management of pregnant women and their families.
3. Critique literature outlining the theory and principles of primary management of care for antepartum and postpartum women and their families.
4. Synthesize and apply appropriately knowledge about pregnancy physiology, normal and selected complicated processes present in the antepartum and postpartum periods in the management of care for women and their families.
5. Identify the kinds of level of consultation, collaboration, and referral needed for selected problems encountered in the antepartum and postpartum care of women and their families.
6. Evaluate the scientific basis and effectiveness of treatment approaches and recommendations utilized by other health care disciplines in the management of selected problems in the antepartum and postpartum care of women and their families.

Prerequisite
NURS 517, NURS 518, NURS 583

Corequisite
Primary Care for Nurse-Midwives

Total Credits: 4

Description
This course is designed for graduate students in the nurse-midwifery specialty and focuses upon non-reproductive primary care management in the female population. Diagnostic reasoning is used to differentiate common problems. Management will focus upon minor, acute complaints with appropriate triage and referral of chronic or life-threatening illness. An evidence-based approach to primary care drawing upon theories, research, clinical knowledge and national standards will be used to develop therapeutic plans for common non-reproductive health problems of adolescent and adult women.

Course Outcome
At the completion of the course, the student will be able to:

1. Differentiate common health problems of adult women seen in primary care using history, physical examination and laboratory data.
2. Evaluate current research, clinical literature and standards to guide primary care of women with common health problems.
3. Generate therapeutic plans appropriate to the common health care needs of adults in primary care.
4. Recognize the epidemiologic patterns of disease, risk factors and efficacy of treatment alternatives in adults from various cultural, ethnic and socioeconomic groups and incorporate this information in the diagnostic reasoning process and plan of care.

Prerequisite
NURS 515 A&B, NURS 517

Corequisite
Advanced Women’s Health Care Management

NURS 588

Total Credits 2

Description
This course focuses upon the application of research, theory and knowledge relevant to complex health needs and psychosocial experiences of women in relation to their reproductive physiology.

Course Outcome
1. Analyze, evaluate and apply the knowledge relevant to the gynecologic care of essentially healthy women throughout the life cycle.
2. Demonstrate a synthesis of theory and practice models to maintain and improve the health care of women.
3. Review and critique the current literature addressing the changing gynecological, reproductive and sexual health needs of women.
4. Analyze selected social, political, economic, legal and ethical factors which influence the health care of women.

Prerequisite
NURS 518

Corequisite

129
NURS 591/691

Online Teaching

Total Credits 3

Description
This elective course introduces online teaching techniques and technologies. Students will explore applications of e-learning in a variety of settings and discuss how constructivist theories apply to online teaching and learning. A practical, hands-on approach to apply a wide variety of online tools as well as a blend of synchronous and asynchronous components will be used to model an effective online course.

Course Outcome
1. Evaluate, select, and use technology-based tools based on teaching and learning outcomes.
2. Apply collaborative learning theory to use web tools, such as discussion forums, blogs, and wikis.
3. Design and publish an online learning module that includes a pre- and post-assessment, and:
   * demonstrates the ethical use of digital information resources, including educational copyright and fair use principles;
   * applies an understanding of learner differences; culture/race, ability/disability, gender, age, socioeconomic status, and family influences; and
   * uses analysis of how accessibility of technology-based resources affects instructional planning.
   In addition, students enrolled in NURS 691 will be able to:
4. Analyze and evaluate current research on teaching and learning using technology, especially online course management systems.

Prerequisite
None.

Corequisite

130
Interdisciplinary topics in Pediatrics

Total Credits 2

Description
This course introduces health professional students to current and emerging topics in pediatric health care. Emphasis is placed on gaining insight into/from different perspectives within/across various health care disciplines.

NOTE: Includes attendance at an interdisciplinary Pediatric Grand Rounds or equivalent.

Course Outcome
Upon successfully completing this course, students will be able to:
• Identify current and emerging topics in pediatric health care.
• Describe the unique contributions, including knowledge, skills, and attitudes, of other health professionals in the delivery of pediatric health care.
• Appreciate that quality patient-/family-centered care occurs in the context of the interprofessional team.

Key concepts include, but are not limited to: Pediatric Palliative Care, Pediatric legal/ethical issues, Literacy, Social Determinants of Health

Prerequisite
Admission to OHSU PNP program or Permission of Faculty

Corequisite

131
NURS 595

Communication in Nursing Leadership

Total Credits 3

Description
This course will explore the professional standards that describe nurses’ responsibilities for communicating and relating effectively as a foundation for nurse leaders. Relationship and communication competency using a person-centered approach will be a major focus. High reliability organizations will be the lens for creating the structure for collaborative and effective exchange of information both individually and in teams.

Course Outcome
1. Critique nursing professional standards for responsibilities related to communication, relationships, collaboration, and conflict.
2. Demonstrate person-centered approaches to improving communication while in relationship to others and evaluate outcomes
3. Analyze communication issues and evidence-based structures and processes to promote high reliability communication in organizations
4. Create environments for collaborative and effective information exchanges between individuals and in work teams

Prerequisite         Graduate Standing

Corequisite

132
NURS 596/796
Complexity Science Approaches in Leading Academic and Health Services Organizations

Description
This course compares and contrasts traditional organizational leadership based on principles of reductionism with those of complexity science approaches, with an emphasis on helping leaders determine how to approach organizational decision-making and change dynamics using both traditions. Using cases from health services and the academy, students will examine Complex Adaptive Systems (CAS) and their attributes on nursing models of care. Special emphasis will be given to organizational decision-making, organizational co-creation, and the leadership and management role adaptations necessary to function in dynamical organizations.

Course Outcome
At the completion of this course, students will be able to:
1. Understand complexity and Newtonian science dynamics to organizational structure and functions.
2. Apply concepts that represent complexity science principles in organizational settings.
3. Analyze leadership and management style preferences for leading change and managing adaptation.
4. Create the culture for moving to a dynamical organization.

In addition, students enrolled in NURS 7XX will be able to:
5. Synthesize complexity science principles, dynamics, leadership styles and organizational functions for culture change.

Prerequisite
Graduate Standing or by permission of instructor for doctoral students

Corequisite
Creating Sustainable Organizations

Total Credits 3

Description
This course will introduce and examine processes that occur as organizations grow and develop in an ever-changing and challenging healthcare system. Sustainable organizations will be examined through the lens of patterns found in nature and how people are the center of sustainability. Leaders have a social mission to develop and support people in CAS during growth and development of the organization. The organic nature of sustainability will be examined using the Ecological Model where we can see: connectedness, rhythm, balance, acceptance, openness and simplicity. Leaders will find with this new lens that the fiscal mission of organizations can be served with new ways of behaving for interdependence.

Course Outcome
On successful completion of this course, the student will be able to:
1. Examine organizational mission, purpose and goals through a leadership lens that encompasses awareness of structural, human resource, political, and symbolic frames.
2. Demonstrate personal values that are an essential foundation for creating a sustainable organization.
3. Apply patterns from nature to form an interdependent people-centered process, using an Ecological Model within a Complex Adaptive System.

In addition, students enrolled in NURS 7XX will be able to:
4. Analyze and synthesize content related to sustainability in health care organizations and recommendations for change at the meso- and macro-system level.

Prerequisite
NURS 596 for MN students, or by permission of instructor for doctoral students

Corequisite
NURS 598
Managing Human Capital

Total Credits 3

Description
This course addresses the complexities of managing human capital needed in leveraging a changing workforce. From regulatory requirements that influence human behavior, to analyzing workforce demographics and generational dynamics, to issues surrounding talent management and accelerating knowledge transfer and leadership development, major concepts will be applied to group case studies. Recruitment, retention, accommodation, and talent management are studied in the context of relationship-based leadership, healthy work environments, and organizational culture.

Course Outcome
On successful completion of this course, the student will be able to: 1. Comply with critical human resource requirements through mandated regulatory structures. 2. Complete a healthcare workforce assessment through the lens of demographic, generational, and competency domains. 3. Prepare a position description using work analyses techniques. 4. Examine strategies to optimize human capital and builds a “magnetic” culture. 5. Develop a talent management plan for a selected unit of analysis.

Prerequisite
Graduate Standing

Corequisite
135
Expanded Catalog

NURS 599/799

Strategic Innovation and Healthcare Complexity

Total Credits 3

Description

This course develops knowledge and competency in setting strategic goals, establishing effective tactics, and measurable, realistic benchmarks to innovate and improve organizational culture. The principle concepts we will explore and apply to healthcare are: 1) Strategic planning in complexity; 2) innovation and improvement; 3) organizational culture and climate; 4) strategic leadership & management; and 5) "coopetition." We will discuss the role of leadership in implementing whole system change in complex adaptive systems as well as managerial strategies for successful implementation and of sustainable innovations while managing short term operations. We will focus on the role of organizational learning, communities of practice, and relationships when managing complex adaptive systems.

Course Outcome

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

1. Differentiate between innovation and improvement in shifting patterns in organizational culture and climate.
2. Apply a framework of strategic leadership to design and implement innovation.
3. Develop an effective strategy for implementing innovation within your organization.
4. Plan organizational learning processes that support sustainability and operations.

In addition, students enrolled in NURS 7XX will be able to:

5. Analyze strategic planning implementation frameworks that use coopetition.

Prerequisite

Graduate standing or by permission of instructor for doctoral students

Corequisite

136
### NURS 601 - Research Practicum

| Total Credits | 4 | 1-4 |

**Description**

The research practicum provides the doctoral student with an opportunity to work with a faculty mentor on some aspect of the faculty member’s research related to nursing science. This course may be repeated for credit.

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**Prerequisite**

Permission of instructor and approval by academic adviser.

**Corequisite**

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<table>
<thead>
<tr>
<th>Course Code: NURS 603</th>
<th>Doctoral Dissertation</th>
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<tbody>
<tr>
<td><strong>Total Credits</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>Completion of PhD core courses. A minimum of 27 NURS 603 dissertation credits are required.</td>
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<tr>
<td><strong>Corequisite</strong></td>
<td>1-9</td>
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</tbody>
</table>

**Description**

The development and conduct of dissertation research.

**Course Outcome**
**Description**

The reading and conference provides an opportunity for an in depth review and synthesis of a specified body of literature under the guidance of a faculty of record. A description of the content area and the objectives for the reading and conference must be developed with the faculty of record and filed with the student's program of study.

**Course Outcome**

**Prerequisite**
Permission of instructor and approval by academic adviser or dissertation committee chair

**Corequisite**
NURS 605A

Total Credits 3

Description
This course is designed for students wishing to gain a deeper understanding of the theoretical underpinnings and research methods used in the study of clinical reasoning in nursing. We will review the growing body of literature related to clinical judgment/clinical reasoning in nursing and other health professions, summarize major findings and their relationship to popularly held views, evaluate primary methods which have been used in the study of clinical reasoning and identify major educational implications of this body of work.

Course Outcome
1. Explain the evolution of terms used commonly to refer to the thinking processes nurses use in making clinical judgments.
2. Compare and contrast at least two theoretical perspectives underlying much of the research on clinical judgment.
3. Identify strengths & weaknesses of primary research methods (e.g. think-aloud with verbal protocol analysis, narrative analysis, observational) used in the study of clinical judgment.
4. Analyze and evaluate common educational practices designed to foster development of clinical judgment in nursing students.

In addition to these outcomes, students will develop their own specific learning goals, and work with the professor to design assignments/learning activities to help them meet these goals.

Prerequisite
Doctoral standing; masters’ students with permission of the instructor

Corequisite
NURS 607

Total Credits 1

Description
This seminar focuses on support and facilitating student progress through the stages of dissertation work. Students, doctoral candidates who have successfully completed the first two years of the program, will be involved in a forum for scholarly exchange and learning regarding the completion of the dissertation, manuscript preparation and dissemination, and professional development in preparation for a postdoctoral or faculty role. The seminar will complement the student-Chair relationship. Doctoral students are required to enroll in dissertation seminar while conducting the

Course Outcome
By the end of the seminar the student will be able to:
1. Participate in scholarly discussions of the student’s research.
2. Critique chapters, abstracts, manuscripts, and presentations related to student dissertations.
3. Reflect on student dissertation progress and professional development goals.
4. Identify strategies to meet dissertation goals.

Prerequisite None

Corequisite None
### Selected Topics in Nursing

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#### Description

This course introduces students to concepts underlying new competencies and research. Students and faculty negotiate a set of relevant concepts for the seminar for a given term.

#### Course Outcome

1. Demonstrate knowledge of selected concepts and issues in the study of family care across the lifespan.
2. Critically evaluate methodological approaches to the study of family care.
3. Evaluate and synthesize the research literature in family care in an area of interest.
4. Critically examine the roles of policy and ethics in the study of family care.

#### Prerequisite

None

#### Corequisite

142
This course introduces students to concepts underlying new competencies and research. Students and faculty negotiate a set of relevant concepts for the seminar for a given term. This section of the course builds on NURS 607H, Research on Clinical Reasoning 1. It is designed for students wishing to gain a deeper understanding of the theoretical underpinnings and research methods used in the study of clinical reasoning in nursing. We will explore the assessment of competence in clinical reasoning, and examine in some depth expert performance paradigm, and its applicability to research on clinical reasoning in nursing.

Course Outcome

Students will be able
1. Explain at least 3 discourses on the construct of competence (e.g. knowledge, performance, psychometric, expert).
2. Compare and contrast research methods which analyze novice-expert differences (e.g. script concordance, verbal protocol analysis) with those which study expert performance based on patient outcomes.
3. Analyze and evaluate common educational practices designed to foster development of clinical judgment in nursing students.

In addition to these outcomes, students will develop their own specific learning goals, and work with the professor to design assignments/learning activities to help them meet these goals.

Prerequisite

NURS 607H

Corequisite
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<td>Selected Topics in Nursing Education</td>
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**Course Outcome**

**Prerequisite**

**Corequisite**
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<td>Practicum in Teaching (PhD students)</td>
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**Course Outcome**

**Prerequisite**

**Corequisite**
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<td>NURS 609AA</td>
<td>Practicum in Teaching</td>
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- **Total Credits**: 3
- **Prerequisite**: 1-3

**Course Outcome**

**Prerequisite**

**Corequisite**
NURS 613
Research Design & Methods

Total Credits 3

Description
This course focuses on issues related to research design and sampling methods. Students will learn how to select research designs and sampling methods based on research questions and/or hypotheses, conceptual frameworks/theories, and philosophical assumptions. Specific content will address methodological rigor and ethical concerns.

Course Outcome
By the end of the course the student will be able to:
1. Construct research questions and/or hypotheses based on the current state of the science.
2. Choose appropriate research design(s) for addressing specific questions, given philosophic and methodological assumptions.
3. Identify criteria used for evaluating methodological rigor in both quantitative and qualitative traditions.
4. Identify ethical issues in research design and discuss potential solutions.

Prerequisite
None

Corequisite
None
Philosophical and Theoretical Foundations for Health Science Research

**Description**

This course focuses on the philosophical and theoretical foundations for health science research. Student will discuss a diverse array of philosophies that have informed scientific inquiry. The course will also introduce students to conceptual and theoretical perspectives that frame health science research, with particular attention to middle-range theories. Philosophical underpinnings of selected theories will be explored and their implications for research examined.

**Course Outcome**

By the end of the course the student will be able to:

1. Describe broad historical and theoretical developments in philosophy of science.
2. Critically evaluate assumptions underlying a diverse set of philosophical approaches to scientific inquiry.
3. Compare and contrast philosophical perspectives as they relate to the development of health science research.
4. Analyze the philosophical underpinnings and key assumptions in selected theories used in health science research.
5. Apply a theory for use in guiding research in an area of interest.

**Prerequisite**

None

**Corequisite**

None
Inquiry and proposal development I

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<td>NURS 618</td>
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**Description**

This first course in a 2-course series focuses on students' initial development of a research proposal. Students will define an area of interest and find, organize, and use scientific literature to develop a logical foundation for their research study. Through searches for theories and studies pertinent to their own research area of interest, students will identify strengths and weaknesses in earlier studies and organize and synthesize the knowledge base to reveal patterns and gaps that lead to new research questions. The course will also require students to read and critique grant proposals.

**Course Outcome**

By the end of the course the student will be able to:

1. Write specific aims based on the student's research question.
2. Develop a significance section that identifies problems and gaps in current literature.
3. Conduct a literature review synthesizing and critiquing the relevant literature.
4. Review and critique grant proposals.

**Prerequisite**

None

**Corequisite**

149
Inquiry and proposal development II

Total Credits 2

Description
The second course in a 2-course series focuses on development of a research proposal through the integration of theory, methods and knowledge gained in PhD course work. Students will gain skills in grant writing and grantsmanship and learn an overview of funding mechanisms and the funding process (including NRSAs).

Course Outcome
By the end of the course the student will be able to:
1. Develop a research proposal in the student's area of interest.
2. Articulate key strategies for successful grant writing.
3. Identify potential funding sources to support dissertation work.

Prerequisite
None

Corequisite
# NURS 620

## Total Credits
2

## Description
This course focuses on review and discussion of various aspects of Responsible Conduct of Research and Scholarship (RCRS). Students will learn to conduct quality research as the foundation for a strong professional reputation as a researcher. RCRS involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research.

## Course Outcome
By the end of the course the student will be able to:
1. Identify strategies for avoiding and handling conflicts of interest and research misconduct.
2. Discuss responsible mentor/mentee relationships.
3. List ethical issues related to team science and responsible authorship.
4. Describe policies regarding the conduct of human subject and live vertebrate animal subjects research.
5. Discuss the role of the scientist as a responsible member of society and societal impacts of research.

## Prerequisite
None

## Corequisite
151
Integrative Seminar in Nursing Research I

**NURS 624A**

**Total Credits** 2

**Description**

The integrative seminar series provides a forum to integrate theory, methods, synthesis of prior literature, and knowledge gained in PhD course work to develop a scholarly proposal for research in a substantive area. The proposal completed during the three quarters will serve as a benchmark required for successful completion of year 2 of the program. Seminar 624A will emphasize scholarly exchange regarding the research question, its significance, innovation, and impact, including the conceptual or theoretical foundation underlying the research question. Students will develop introductions and specific aims and discuss potential approaches and design of the research project.

**Course Outcome**

1. Demonstrate ability to synthesize and integrate course work to develop a scholarly research proposal
2. Articulate the significance, innovation, and impact of a research project
3. Write introduction and specific aims and discuss potential approaches and methods
4. Participate in scholarly discussions of his/her research work and the research work of others

**Prerequisite**

Completion of first year core courses

**Corequisite**

Concurrent with NURS 631 in winter and spring
NURS 627
Advanced Qualitative Methods II – Design, Sampling, and Data Collection

Total Credits 3

Description
This advanced methods course is the second in a two course sequence. In this course students will gain advanced theoretical and practical knowledge and skills for managing and analyzing data, and disseminating knowledge based on research using qualitative methods. Emphasis is placed on unique approaches and considerations in qualitative data management, analysis, and dissemination in nursing and health sciences. This course includes experiential exercise component.

Course Outcome
By the end of the course the student will be able to:
1. Organize and manage qualitative data appropriate to answer the intended research questions.
2. Demonstrate beginning skill in analyzing data in a way to be authentic to the philosophical underpinning of the chosen approach.
3. Demonstrate understanding and skills to apply strategies to enhance the rigor in the interpretation to generate trustworthy findings.
4. Describe process of inductive analysis coherent with chosen methodology.
5. Write and present findings in scholarly manner in the field of science.
6. Identify and propose solutions to ethical issues that may arise in the qualitative inquiries.

Prerequisite
NURS 626

Corequisite
None
**Description**

This course focuses on advanced measurement. Students will learn theories and psychometric assumptions integral to selecting and developing measures. Students will acquire in-depth understanding of common approaches to reliability including Classical Test Theory, Generalizability Theory, and Item Response Theory, and the applicability of each to measurement in health research. Students will develop skill in evaluating items, examining and interpreting reliability, and selecting approaches to establish validity, including content, criterion-related, and construct validity. This course also will cover exploratory and confirmatory factor analysis and multi-trait/multi-method matrix approaches to validity testing.

**Course Outcome**

By the end of the course the student will be able to:
1. Demonstrate thorough knowledge of the concepts of reliability and validity.
2. Select and test the correct type of reliability for a given question.
4. Interpret results from an Item Response Theory analysis.
5. Interpret results from a factor analysis.

**Prerequisite**

None

**Corequisite**

154
This course focuses on different strategies used in inquiry that employ quantitative research, qualitative research, and the intentional integration thereof. Specific emphasis is placed on identifying and bridging diverse philosophical positions that often underlie mixed methods research and on data integration as a means to maximize the strengths of the qualitative and quantitative approaches and minimize their weaknesses. The importance of varied methodological and disciplinary expertise to the success of mixed methods teams will also be explored.

Course Outcome
By the end of the course the student will be able to:
1. Examine the varied theoretical lenses and philosophical assumptions underlying mixed methods research.
2. Identify research problems and teams suitable for the conduct of mixed methods research.
3. Compare different designs guiding mixed methods research.
4. Generate research questions and specific aims that reflect mixed methods approaches to research.
5. Discuss methodological challenges and possible solutions when conducting mixed methods research.
6. Critically evaluate mixed methods research manuscripts and proposals.

Prerequisite
None

Corequisite
Concurrent or prior completion of NURS 621, NURS 656, and NURS 657
NURS 633

Total Credits 1 per qrtr 6 total

Description
This pro-seminar focuses on introduction and exposure of students to active programs of research within the School and across OHSU in the areas of 1) Integrative Biobehavioral Research and 2) Health Equity Research. Students will learn about the breadth of ongoing interprofessional/team science in these areas through faculty presentations, assigned articles, and informal, facilitated discussions. 1 credit (per quarter / 6 credits total)

Course Outcome
Actively participate in scholarly discussions.

Prerequisite
None

Corequisite
156 per qrtr 6 total
NURS 641

Applied Health Statistics I: Descriptive, associative and comparative statistics

Total Credits 4

Description
This first course in a 3-course series focuses on a conceptual understanding of analysis and interpretation of descriptive and inferential statistics. Students will develop skills in the performance and interpretation of common statistical tests, including tests of central tendency and dispersion, correlations, chi-square tests, t-tests and analysis of variance, and develop an understanding of when particular tests should be employed. This course will also cover sample size estimation/power calculation procedures for common hypothesis testing. Applying health statistics as part of a logical argument is emphasized as opposed to detailed knowledge of the underlying mathematics.

Course Outcome
1. Explain and apply the principles of hypothesis testing including Type I and Type II errors 2. Understand the relationship between population, sample and sampling distributions 3. Use confidence intervals to test hypotheses and summarize effects 4. Understand the issues related to statistical power 5. Conduct and interpret a chi-square analysis, independent and dependent t-tests, analysis of variance, and associated post-hoc tests using SPSS and/or Stata 6. Select the appropriate analysis for a given research question and interpret results of the analysis 7. Communicate results in journal quality results and discussion sections 8. Critique and discuss published articles using t-tests, chi-square and analysis of variance 9. Propose a PDSA quality improvement project to address a public health department service concern

Prerequisite None

Corequisite None
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**Applied Health Statistics II: Generalized linear modeling**

**Description**
This second course in a 3-course series focuses on conceptual understanding of generalized linear modeling. Students will develop skills in the performance and interpretation of techniques such as multivariate linear, logistic, gamma and negative binomial regression, and develop an understanding of when particular approaches should be employed. This course also will cover common functions within generalized linear modeling such as tests of interaction, moderator and mediator, as well as multilevel modeling, handling of complex sampling designs and common approaches to model selection. Applying health statistics as part of a logical argument is emphasized in this course as opposed to detailed knowledge of the underlying mathematics.

**Course Outcome**
By the end of the course the student will be able to:
1. Demonstrate knowledge of the assumptions that underlie linear and logistic regression modeling and appropriate tests thereof.
2. Match non-linear and non-binary data distributions with appropriate generalized linear modeling families.
3. Perform and interpret models such as linear, logistic, gamma, negative binomial, and multilevel models.
4. Discuss the application and interpretation of tests of simple moderation and mediation, and quadratic effects.
5. Discuss benefits and disadvantages of theoretical and empirical approaches to model selection.
6. Interpret generalized linear models using appropriate sampling weights.

**Prerequisite**
None

**Corequisite**
None
NURS 643
Applied Health Statistics III: Longitudinal design and analysis

Total Credits 3

Description
In this advanced course on applied health statistics, students will develop a conceptual understanding of common design issues in longitudinal research and the classic and emerging approaches to the analysis of longitudinal data. Students will develop skills in the performance and interpretation of techniques such as multilevel, mixture, growth, estimation and survival modeling, and develop an understanding of when particular approaches should be employed. This course will also cover handling of common longitudinal data issues such as dropout, missing data and time-dependent confounding.

Course Outcome
By the end of the course the student will be able to:
1. Identify appropriate designs and statistical methods required to analyze longitudinal data in a variety of settings and with a variety of types of outcome variables.
2. Prepare graphical and tabular displays of longitudinal data that communicate trajectories of change.
3. Perform and interpret longitudinal data modeling techniques such as multilevel, mixture, growth, estimation and survival modeling.
4. Discuss common approaches to handling longitudinal data problems such as dropout, missingness and time-dependent confounding.

Prerequisite
None

Corequisite
None
NURS 644

Total Credits 3

Description
This course focuses on qualitative research methodologies. Students will develop conceptual understanding of various qualitative research methods, and basics of data collection, analysis, and interpretation of qualitative data in health science research. Students also gain practical knowledge and skills for conducting qualitative research congruent with the philosophical assumptions underlying the research methodology. Methodological rigor and ethical concerns particular to qualitative methods will also be discussed.

Course Outcome
By the end of the course the student will be able to:
1. Examine and differentiate various qualitative methodologies.
2. Describe the interplay between philosophy and methodology in qualitative research.
3. Create a plan for data collection and analysis that reflects different qualitative methodologies.
4. Demonstrate beginning skill in qualitative data collection and analysis techniques.

Prerequisite
None

Corequisite

160
NURS 645

Total Credits 4

Description
This second course in a 2-course series focuses on a comprehensive examination of qualitative research methods. Students will develop in-depth understanding and advanced skills to design and conduct rigorous qualitative research. Students also will have opportunities to explore various tools that are supportive to qualitative data collection and analysis such as qualitative data analysis software. Emphasis is placed on approaches and considerations unique to qualitative research methodologies used in nursing and other health sciences.

Course Outcome
By the end of the course the student will be able to:
1. Compare distinct data collection and analysis techniques used with varied qualitative methodologies.
2. Demonstrate skill in collecting and analyzing data that reflects the philosophical underpinnings of different methodologies.
3. Use qualitative data analysis software to support data analysis.
4. Discuss methodological challenges to rigor in qualitative research and possible solutions to those challenges.

Prerequisite None

Corequisite
NURS 652

Total Credits 3

Understanding and Intervening in Common Mental Health Problems of Elders

Description
See NURS 552/652

Course Outcome

Prerequisite

Corequisite
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<td>Curriculum and Instruction in Nursing</td>
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**Description**
See NURS 561/661

**Course Outcome**

**Prerequisite**

**Corequisite**

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<td>Assessment of Learning in Nursing</td>
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**Simulation in Nursing Education**

**Description**

See NURS 563/663

**Course Outcome**

**Prerequisite**

**Corequisite**
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**Course Outcome**

**Prerequisite**  Permission of Instructor.

**Corequisite**
NURS 671
Introduction to health equity research

Total Credits 3

Description
This course focuses on inquiry related to reducing health disparities. Students will learn about common approaches to health equity research including community-engaged approaches to understand social determinants of health and improve health outcomes among rural, disabled and other disadvantaged populations; interventions to increase health literacy/numeracy; and research addressing gender differences in health outcomes. Emphasis will be placed on unique philosophical/theoretical underpinnings, practical approaches and policy implications related to health equity research.

Course Outcome
By the end of the course the student will be able to:
1. Discuss common approaches to research on reducing health disparities.
2. Describe major theories that underlie health equity research.
3. Develop research aims within the paradigm of health equity research.
4. List policy implications related to health equity research.

Prerequisite
None

Corequisite
167
Applied health equity research

Total Credits 3

Description
This first course in a 2-course series builds upon content introduced in NURS 671 and focuses on advanced theoretical and practical knowledge and content expertise necessary for the conduct of health equity research. Students will gain in-depth exposure to a variety of elements required to carry out health equity research including advanced application of behavioral and biological theories, study design, and biological and behavioral data collection and integration. Students are expected to gain breadth of knowledge related to published research in a substantive research area. Emphasis will also be placed on identifying core elements of strong interdisciplinary/team science.

Course Outcome
By the end of the course the student will be able to:
1. Discuss common approaches to research on reducing health disparities within the student’s area of content expertise.
2. Develop a research proposal that integrates critical elements of health equity research.
3. Describe strategies for disseminating health equity research findings to broad audiences including the community of interest and policy makers.
4. List strategies for developing leadership in interdisciplinary and team science involving health equity research.

Prerequisite
None

Corequisite
168
### NURS 672b

**Total Credits** 3

### Description

This final course in applied health equity research integrates content across the series. Students will demonstrate their breadth of knowledge by preparing a research proposal and will be exposed to a variety of strategies for disseminating research findings to multiple stakeholders. Emphasis also will be placed on developing leadership in interdisciplinary/team science.

### Course Outcome

By the end of the course the student will be able to:

1. Discuss common approaches to research on reducing health disparities within the student’s area of content expertise.
2. Develop a research proposal that integrates critical elements of health equity research.
3. Describe strategies for disseminating health equity research findings to broad audiences including the community of interest and policy makers.
4. List strategies for developing leadership in interdisciplinary and team science involving health equity research.

### Prerequisite

None

### Corequisite

169
NURS 673

Total Credits 3

Introduction to integrative biobehavioral research

Description
In this introductory course on inquiry related to the full scope of human responses to illness and intervention based on the interrelationships of psychosocial, behavioral and biological processes, students will learn about common approaches to biobehavioral research including multidisciplinary research on physical activity and nutrition, physical functioning, symptoms, biomarkers and palliative care within individuals and families. Emphasis will be placed on unique philosophical/theoretical underpinnings, practical approaches and policy implications related to integrative biobehavioral research.

Course Outcome
By the end of the course the student will be able to:
1. Discuss common approaches to integrative biobehavioral research.
2. Describe major theories that underlie biobehavioral research.
3. Develop research aims within the paradigm of integrative biobehavioral research.
4. List policy implications related to integrative biobehavioral research.

Prerequisite
None

Corequisite
170
NURS 674a

Total Credits 3

Description
This first course in a 2-course series builds upon content introduced in NURS 673 and focuses on advanced theoretical and practical knowledge and content expertise necessary for the conduct of integrative biobehavioral research. Students will gain in-depth exposure to a variety of elements required to carry out biobehavioral research including advanced application of behavioral and biological theories, study design, and biological and behavioral data collection and integration. Students are expected to gain breadth of knowledge related to published research in a substantive research area. Emphasis will also be placed on identifying core elements of strong interdisciplinary/team science.

Course Outcome
By the end of the course the student will be able to:
1. Discuss common approaches to integrative biobehavioral research within the student’s area of content expertise.
2. Develop a research proposal that integrates critical elements of integrative biobehavioral research.
3. Describe strategies for disseminating biobehavioral research findings to broad audiences and stakeholders including policy makers.
4. List strategies for developing leadership in interdisciplinary and team science involving integrative biobehavioral research.

Prerequisite
None

Corequisite

171
NURS 674b

Applied integrative biobehavioral research

Total Credits 3

Description
This final course in applied integrative biobehavioral research integrates content across the series. Students will demonstrate their breadth of knowledge by preparing a research proposal and will be exposed to a variety of strategies for disseminating research findings to multiple stakeholders. Emphasis also will be placed on developing leadership in interdisciplinary/team science.

Course Outcome
By the end of the course the student will be able to:
1. Discuss common approaches to integrative biobehavioral research within the student’s area of content expertise.
2. Develop a research proposal that integrates critical elements of integrative biobehavioral research.
3. Describe strategies for disseminating biobehavioral research findings to broad audiences and stakeholders including policy makers.
4. List strategies for developing leadership in interdisciplinary and team science involving integrative biobehavioral research.

Prerequisite
None

Corequisite

172
Policy and Leadership

Total Credits 3

Description
This course focuses on the concepts of leadership and followership in the conduct of research. Students will understand the evolving roles and responsibilities of a scholar in relationship to influencing policy at institutional and governmental levels based on knowledge of the relevant evidence.

Course Outcome
By the end of the course the student will be able to:
1. Identify and practice strategies to be an effective leader and follower in research studies within intra-and interprofessional teams.
2. Identify and practice strategies for leadership and mentorship roles in academic, health care, or governmental arenas.
3. Appreciate the complexities of having influence on policy decisions.
4. Identify and practice strategies to influence health policy and professional concerns.

Prerequisite
None

Corequisite
None
NURS 700  
 Concepts of Comprehensive Care in Advanced Nursing Practice

Total Credits 3

Description
The purpose of this course is to explore core concepts that are essential to comprehensive care. Principles core to ethical reasoning and analysis in clinical care will be presented. Professional role components of advanced nursing practice, scope of practice, and legal and patient safety responsibilities will be examined.

Course Outcome
1. Analyze professional components of advanced nursing practice related to legislative/regulatory processes, credentialing, professional organizations, and work environments.
2. Identify and analyze the professional components of advanced practice nursing, emphasizing role development, scope of practice, legal responsibilities, and patient safety initiatives.
3. Examine ethical theory and principles to guide advanced practice nursing

Prerequisite  Graduate standing.

Corequisite
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**Description**

This course will provide the foundations to evaluate health care policy and the intended and unintended health outcomes. Basic principles of population-based care including relevant epidemiological concepts will be introduced. Social, political, legal, economic, and environmental determinants of health, access to care, and health inequality will be explored.

**Course Outcome**

1. Analyze health policy and identify its intended and unintended health outcomes.
2. Apply basic principles of population-based care including relevant epidemiological concepts to understand the diseases and health problems of individuals and populations.
3. Examine and analyze the determinants of health, access to care, and health inequality.

**Prerequisite**

Graduate standing

**Corequisite**

175
Concepts for Doctoral Nursing Practice

NURS 702

Total Credits 1

Description
In this course, competencies for doctoral nursing practice will be examined for application in the clinical residency. Ethical principles will be analyzed and extended to the conduct of clinical inquiry in doctoral nursing practice.

Course Outcome
1. Identify the competencies for doctoral nursing practice and analyze their implications for the clinical residency. 2. Examine ethical theory and principles to guide the conduct of clinical inquiry in doctoral nursing practice.

Prerequisite
Masters degree in advanced practice nursing and NURS 701

Corequisite
NURS 703

DNP Project

Total Credits 6

Description
Students independently conduct a DNP project within the advanced nursing practice specialty. The project is developed within the context of the students’ DNP Practicum experience and requires students to integrate delivery and evaluation of practice.

Course Outcome
The purpose of the DNP Project is to demonstrate synthesis of the student’s work and provide an experience that can be the foundation for future practice-related scholarship. This practice-related scholarship can take several forms.

Prerequisite
NURS 715; NURS 790 may be concurrent.

Corequisite
NURS 790
Reading and Conference

**Description**

The reading and conference provides an opportunity for an in-depth review and synthesis of a specified body of literature under the guidance of a faculty of record. A description of the content area and the objectives for the reading and conference must be developed with the faculty of record and filed with the student’s program of study.

**Course Outcome**

**Prerequisite**  
Permission of faculty of record

**Corequisite**
Advanced Nursing Practice Practicum

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Description
Students integrate practice experiences within an advanced nursing practice specialty/population with the scholarly activities of their Doctor of Nursing Practice (DNP) program of study. The student works toward a synthesis and integration of program competencies within the context of the student’s chosen population.

Course Outcome
The Advanced Nursing Practice Practicum provides the opportunity for students to meet the practice hours expected of DNP students and to work towards meeting the advanced nursing practice expectations of the DNP program, specifically to: "Practice within an advanced practice specialty in a professional, evidence-based, skilled, and ethical manner." The student and faculty establish practicum goals on a regular basis and these goals form the basis for evaluating student competencies or outcomes.

Prerequisite
Master’s degree and concurrent enrollment in DNP program of study.
Evaluating Evidence for Advanced Nursing Practice

Total Credits 3

Description
This course provides a framework for applying evidence to clinical practice. Students locate, critically evaluate, and synthesize evidence from qualitative and quantitative studies used for decision-making in advanced practice. Approaches to quality/practice improvement, program evaluation, and translating research into practice are presented.

Course Outcome
1. Access evidence for practice questions. 2. Analyze research and other evidence for practice. 3. Identify the appropriate components of quality/practice improvement, program evaluation, and translating research into practice for a given clinical inquiry question. 4. Apply criteria for evaluating the credibility of qualitative findings. 5. Prepare an evidence table related to a clinical question. 6. Make recommendations for nursing practice and policy based on evidence. 7. Apply information about test sensitivity and specificity to the selection of diagnostic tests for practice.

Prerequisite
Graduate standing.

Corequisite

180
**Description**

In this course, strategies for evaluating outcomes of care, care systems, programs, and quality improvement methods to change practice are examined.

**Course Outcome**

1. Determine outcomes of care for a given population that are sensitive to a specific Advanced Practice Nursing role and appropriate to the population.
2. Describe variables and measures related to systems of care that evaluate care.
3. Select criteria for evaluation of programs.
4. Use quality improvement methods and measures to change care.
5. Develop practice improvement guidelines synthesizing best evidence from the research and clinical literature.

**Prerequisite**

NURS 713

**Corequisite**

181
### Description

Strategies for selecting clinical inquiry designs and analyzes for answering practice questions are applied to students selected inquiry questions. Students analyze and interpret qualitative and quantitative data.

### Course Outcome

1. Select the appropriate design and analysis for a clinical inquiry question.
2. Situate a clinical inquiry question within the framework for quality/practice improvement, program evaluation, and/or translating research into practice.
3. Discuss tradeoffs in designing a clinical inquiry project.
4. Compute with statistical software and interpret commonly used measures such as means, standard deviations, t-tests, correlations, confidence intervals and limits, odds ratios, linear and logistic repression, power, and effect size.
5. Compare and contrast qualitative and quantitative data collection strategies.
6. Analyzes qualitative data to answer practice questions.
7. Evaluates mixed methods approaches to practice questions.

### Prerequisite

NURS 714

### Corequisite

182
DNP Integration Seminar

Total Credits 1

Description
The purpose of this seminar is to help the student to integrate concepts and principles learned in NURS 700 and NURS 701 with their advanced nursing practice. The seminar will provide a forum for scholarly exchange and learning about doctoral level advanced nursing practice.

Course Outcome
1. Participate in scholarly discussions of leadership roles in practice.
2. Examine practice or clinical population in relation to determinants of health and health access, and the epidemiology of characteristic diseases and/or health problems.
3. Analyze ethical dilemmas from clinical practice utilizing a theoretical model and principles.
4. Analyze the influence of policy, health systems, and financing mechanisms on quality, safety, and advanced clinical practice.

Prerequisite
NURS 701

Corequisite
NURS 733 Health Systems: Organization and Change

Total Credits 3

Description
This course provides a critical examination of the organization of health care systems at national, regional, state and local levels. Organizational change affecting health care delivery is explored from a systems perspective.

Course Outcome
1. Analyze structures, functions, and dynamics within organizations, beginning with dyadic relationships and extending to complex virtual organizations.
2. Incorporate change and complexity science theories and models into doctoral-level practice.
3. Develop strategies to bridge the political, legal, and ethical issues that emerge when dealing with conflict and other de-stabilizing organizational factors.

Prerequisite
Graduate Standing

Corequisite

184
NURS 734

Health Policy

Total Credits 3

Description
The course focuses on the design, implementation and evaluation of health policies and their origins and consequences. The impact of health policy on clinical practice and health care, and methods for affecting the process of health policy formation are examined.

Course Outcome
At the end of this course, students will be able to:
1. Critically analyze and evaluate a health policy of interest, or a proposed health policy in terms of implications for advanced nursing practice, other health disciplines and health professional education.
   Develop an evidence-based policy brief for an existing or proposed health care policy of interest.

Prerequisite
Admission to the Doctor of Nursing Practice program

Corequisite

185
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<th><strong>NURS</strong></th>
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**Principles of Health Care Economics and Finance in Quality Care Delivery**

**Description**
This course will provide the foundation for assessing the financial impact of practice policies, procedures, and initiatives when meeting the health needs of the practice populations. The course will emphasize the analysis of practice quality and cost effectiveness of care, as well as the use of principles of economics and finance to redesign effective and realistic care delivery strategies and/or practice initiatives.

**Course Outcome**
1. Apply economic theory, financial principles, and business planning techniques to positively affect the outcome of care and financial viability of an organization or practice.
2. Integrate issues of access, cost, efficacy, and quality when making care decisions.
3. Evaluate financial statements and variance reporting to determine organizational opportunities.
4. Evaluate the components of a contract to determine the financial impact on the organization.
5. Evaluate variability in care and develop strategies to reduce that variability.

**Prerequisite**
NURS 701, NURS 733

**Corequisite**
Urgent and Emergent Rural Primary Care Management for Nurse Practitioners

Total Credits: 3

Description
This course addresses the assessment and management of urgent and emergent patient conditions commonly encountered by advanced practice nurses in rural primary care settings. Implications of urgent/emergent primary care in rural health systems will be included.

Course Outcome
1. Apply concepts of rurality to individual and population health care systems.
2. Differentiate urgent from emergent needs, manage injuries, and coordinate care for clients with trauma and/or rapidly evolving emergency medical problems based in a rural geographic context.
3. Implement the Incorporation of essential diagnostic criteria including ABC's and triage, while synthesizing anticipatory guidance for the prevention of injury.
4. Utilize professional literature resources to develop appropriate After-Care Instructions (ACI) for the urgent/emergent patient.
5. Perform a variety of advanced acute care laboratory procedures: e.g., suturing, splinting, x-ray reading, fluorescein staining of eye, eye, ear, and nose foreign body removal, ECG reading.

Prerequisite
Accepted into the Rural Health Track or permission of instructor

Corequisite
Rural Health Care Delivery for Advanced Practice Nurses

Total Credits 3

Description
This course addresses concepts and issues affecting advanced practice nurses in rural areas. Rural culture, reimbursement issues and policies that shape practice are analyzed. The course helps inform nurses with advanced preparation to deliver complex and comprehensive care in rural areas where resources may be limited. A culture promoting safety and quality is emphasized.

Course Outcome
1. Synthesize evidence and standards to deliver quality and safe care to individuals and populations in rural areas. 2. Evaluate role adaptations, resources and collaborative approaches to deliver effective care in rural areas. 3. Critically assess and analyze health care delivery models for rural practice.

Prerequisite
accepted into the Rural Health Track program or permission of the instructor

Corequisite

188
NURS 742
Rural Mental Health for the Psychiatric/Mental Health Nurse Practitioner

Total Credits 3

Description
This course explores issues in providing mental health care across the lifespan to populations residing in rural areas of the US. The epidemiology of mental health and illness in rural areas will be examined, focusing on how this affects the mental health care provider role. Role adaptations, treating urgent and emergent conditions and leadership opportunities will be analyzed with an emphasis on professional interdisciplinary collaboration and working in integrated health care systems.

Course Outcome
1. Evaluate the current and evolving mental health needs of rural communities, utilizing the current literature, epidemiologic resources and community assessment methodologies.
2. Identify and discuss PMHNP role expectations and opportunities in rural practice.
3. Manage urgent and emergent mental health conditions that may present in rural community practice.
4. Utilize resources and collaborate with available interdisciplinary team members in the community to implement an effective plan of mental health care.
5. Incorporate essential knowledge, attitudes and skills for effective mental health practice in integrated, physical and behavioral health care systems in rural areas.

Prerequisite
accepted into the Rural Health Track program or permission of the instructor

Corequisite
**NURS 790  DNP Practicum**

**Total Credits** 18  9-18 (3 per quarter)

**Description**
Students provide leadership to create change in population-based health care and complex health care delivery systems. Students integrate practice within an advanced nursing practice specialty with scholarly inquiry to influence outcomes of practice and health care policy. Synthesis and integration of program competencies are demonstrated within the context of the student's chosen population.

**Course Outcome**
The DNP Practicum provides the opportunity for practice experiences designed to achieve learning goals related to the DNP Essentials as well as specialty or subspecialty competencies. For MN/DNP students, the DNP Practicum is an opportunity to build and assimilate knowledge for advanced specialty practice, perhaps with a subspecialty focus, in addition to providing an opportunity to synthesize the other DNP essentials. Post master's DNP students will also have the opportunity for in-depth subspecialty work with experts from nursing as well as other disciplines but greater emphasis will be placed on the synthesis and integration of the DNP essentials into their advanced specialty practice. The DNP Practicum provides the context within which the clinical inquiry project is completed.

At the end of the program, students will:
1. Practice within an advanced practice specialty in a professional, evidence-based, skilled, and ethical manner,
2. Influence health and health outcomes of individuals, groups, and populations through scholarly inquiry and
3. Influence health policy and systems of care in the local, regional, state, national, and international forums.

**Prerequisite**
All required core coursework except NURS 703 which is concurrent.

**Corequisite**