

NURSING - GRADUATE (NURSE-GN)

NURSE-GN 2005 Intro Stats Health Profs (3 Credits)

Typically offered Fall, Spring, and Summer terms

The syllabus for N41.2005 is intended for graduate students in nursing. The course provides the foundations necessary to understand elementary biostatistics and applications of biostatistics in the medical literature. It will concentrate on the interpretation and comprehension of graphical and statistical techniques that are essential components to medical research. The ability to understand basic arithmetic and high school algebra is required.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2011 Apn: Pop Focus Care (3 Credits)

Typically offered Fall and Spring

The Population-Focused Care course explores advanced practice nursing at community and population levels. Nursing contributions to core public health functions and essential public health services are considered in the context of theoretical frameworks for health communication and behavioral change to develop programs to improve the health of populations. Data sources for community health assessment and epidemiologic analyses are examined. Cultural and political competencies are also addressed.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2012 Advanced Physical Assessment Across the Lifespan (3 Credits)

Typically offered Fall and Summer terms

In this course, the advanced practice student develops advanced comprehensive history taking and physical assessment competencies in the context of the nurse-client relationship. The outcomes are achieved via a case-based approach that is hypothesis driven and focuses on clinical decision making using the best available evidence to mutually address client goals using a culturally relevant approach. There is an introduction to laboratory and diagnostic tests and basic electrocardiogram interpretation as part of the decision making process.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

Prerequisites: (NURSE-GN 2020 or 2022 or 2050) and NURSE-GN 2005 and NURSE-GN 2303.

NURSE-GN 2013 Contemp Clin Pract Roles (3 Credits)

Typically offered Spring and Summer

The role of the Advanced Practice Nurse, (APN) with a systematic introduction to direct client care and practice management is explored. Introduction to the role of the advanced practice nurse, and the Nurse Practitioner (NP) as clinician, advocate educator, collaborator, and leader is initiated. Autonomous and collaborative practice will be emphasized. Concepts applicable to working with culturally diverse and underserved individuals and families through skills related to leadership, communication, change management, evidence based practice, and ethical decision making are addressed. Selected nursing models will be used to support role implementation in a variety of settings including those for the delivery of primary care, acute care, ambulatory care and long term health care.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2016 Adult-Gerontology Primary Care II (3 Credits)

Typically offered Fall

This course prepares students to provide primary care to adolescents and adult clients across the life span. The course integrates advanced practice nursing competencies with holistic assessment, diagnostic reasoning, and analysis of differential diagnoses in primary care. Students apply critical thinking and evidence based clinical decision making skills to develop, implement, and evaluate management plans for adolescents and adults residing in the community with acute and chronic health problems. Client advocacy; health promotion; disease prevention; and physical, functional, and mental health assessment and management are emphasized. Caseload management, interdisciplinary collaboration, community resources, and consideration of learning needs of diverse populations, clients, family, and staff are addressed.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2017 Adult-Gerontology Primary Care Practicum II (3 Credits)

Typically offered Fall

The leadership role of the adult nurse practitioner (ANP) in the primary care setting is analyzed as a framework for managing the healthcare needs of adolescents and adult populations with complex health problems. Acute and chronic health care needs of individuals, families and communities are assessed, diagnosed, managed and evaluated. The leadership role of the adult nurse practitioner (ANP) in the primary care setting is analyzed as a framework for managing the healthcare needs of adolescents and adult populations with complex health problems. Acute and chronic health care needs of individuals, families and communities are assessed, diagnosed, managed and evaluated using evidence-based best practices. Emphasis is placed on the leadership role of the ANP in providing ethical, culturally competent and collaborative health care, yielding quality and cost-effective outcomes.

Grading: Grad Rory Meyers Pass/Fail

Repeatable for additional credit: No

NURSE-GN 2018 APN: Adult-Gerontology Primary Care III (3 Credits)

Typically offered Spring

This course focuses on the assessment, diagnosis, management and evaluation of complex health problems of the adolescents and adult clients in primary care settings. Students apply critical thinking and evidence based clinical decision-making competencies to formulate comprehensive differential diagnoses and develop management plans with outcome criteria for adolescents and adult clients and their families. Students combine the advanced practice roles of clinician, educator, advocate, and leader to design and evaluate therapeutic interventions that utilize a variety of treatment modalities. Concepts include health promotion, disease prevention, collaboration, cultural competency, health policy and ethical issues. Individual, family and community health needs are evaluated utilizing a population focused framework.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2019 APN: Adult-Gerontology Primary Care Practicum III (3 Credits)*Typically offered Spring*

The leadership role of the adult nurse practitioner (ANP) in the primary care setting is analyzed as a framework for managing the healthcare needs of adolescents and adult populations with complex health problems. Acute and chronic health care needs of individuals, families and communities are assessed, diagnosed, managed and evaluated using evidence-based best practices. Emphasis is placed on the leadership role of the ANP in providing ethical, culturally competent and collaborative health care, yielding quality and cost-effective outcomes.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 2021 Clinical Pharmacotherapeutics Across the Lifespan (3 Credits)***Typically offered Fall and Spring*

The goal of this course is to prepare the advanced practice nurse to prescribe pharmacotherapies that improve patient care outcomes. . The student will learn to integrate his/her knowledge of basic pharmacology and pathophysiology with advanced pharmacotherapeutic principles to enhance treatment decisions and prescribe medications for the prevention and treatment of disease. Various methodologies will be used to allow the student practice in incorporating patient history, assessment, and diagnoses with consideration of the best, safest and most effective pharmacy. The goal of this course is to prepare the advanced practice nurse to prescribe pharmacotherapies that improve patient care outcomes. . The student will learn to integrate his/her knowledge of basic pharmacology and pathophysiology with advanced pharmacotherapeutic principles to enhance treatment decisions and prescribe medications for the prevention and treatment of disease. Various methodologies will be used to allow the student practice in incorporating patient history, assessment, and diagnoses with consideration of the best, safest and most effective pharmacy options. An emphasis on critical analysis of the evidence according to evidence-based principles and subsequent application of the evidence into the medical and treatment plans will be fostered. Critical decision analysis will assist the student to evaluate and revise treatment plans to improve patient care.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2023 Nursing Administration Practicum II (3 Credits)***Typically offered Fall*

In this course, the student implements a strategic plan for change in the health care practicum setting that reflects organizational assessment and diagnosis of an area for improvement, supporting evidencebased research findings, analysis of financial implications, and evaluation criteria. Concomitantly, the student assists the preceptor in areas of nursing administration practice. In the seminar, students promote a culture of caring and team building as they collaborate in planning practicum initiatives related to the nurse administrator's role.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 2024 Advanced Physical Assessment Across the Lifespan - Pediatrics (3 Credits)***Typically offered Spring*

This course provides the student the opportunity to develop advanced comprehensive history taking and physical assessment skills. Selected nursing models and concepts will be used in the collection of an expanded clinical database through history taking and physical assessment. The course contains lecture content, laboratory application and clinical hours in the outpatient setting.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2030 Geriatric Syndromes (3 Credits)***Typically offered Summer term*

This course focuses on the assessment, diagnosis and management of common health problems seen in older adults in long-term care, acute and primary care settings emphasizing the specialized knowledge of the changes of aging that are critical to provision of safe care to this group. Within this context health promotion, illness prevention, case finding, physical, functional, and mental health assessment, decision making, and management of complex and multi-system health problems are emphasized. The focus is on rehabilitation and maintenance of quality of life. The leadership role of the advanced practice nurse, case load management, interdisciplinary collaboration, regional and national resources, consideration of learning needs and ethical concerns relative to working with frail clients, family and staff are addressed. Students are expected to critically appraise current research concerning diverse populations of older adults to form the basis of the assessment, diagnosis, intervention, and evaluation of their care. Interventions for the older adult are developed within a framework of ethical and socio-cultural competency that promotes safe, quality patient-centered care congruent with concern for the best available use of the patient's economic resources and wishes.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2031 Advanced Physical/Health Assessment across the Lifespan for Family Nurse Practitioners (3 Credits)**

This graduate level course provides the theoretical and clinical foundation for advanced comprehensive assessment of the health status of individuals and families across the lifespan. Building on undergraduate preparation, principles of complex interviewing and history-taking, advanced physical assessment skills, diagnostic reasoning, psychosocial, cultural, developmental and environmental assessments are presented. Didactic, clinical laboratory and clinical experiences emphasize techniques for discrimination and analysis of common normal and abnormal findings, as well as methods for presentation and documentation of findings. Theoretical contexts of health promotion are discussed and applied to clinical findings.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No

NURSE-GN 2032 Nursing Strategies: Infancy, Childhood and Adolescence (3 Credits)*Typically offered Fall*

This course examines theoretical concepts, research evidence, and learning models related to growth and developmental patterns experienced by children and adolescents, as well as their application to primary care settings. Interventions by advanced practice nurses that promote optimal health and well-being are applied to commonly encountered issues of growth and development throughout infancy, childhood, and adolescence. Social, political, cultural, and legal-ethical issues that influence growth and development and health care are explored. A clinical component allows the student to apply theoretical foundations in clinical settings.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2033 Common Health Problems Across the Adult Lifespan for Family Nurse Practitioners (3 Credits)**

This course is designed to enable students to develop the necessary knowledge base and problem-solving skills for practice as nurse practitioners. Course content will focus on the methodologies used to diagnose and treat common health problems and the educational and counseling components of care. Students are expected to critically appraise current research concerning diverse populations of adults and older adults to form the basis of assessment, intervention, and evaluation.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2034 Common Health Prob Across the Adult Lifespan for Adult-Gerontology Acute Care Nurse Practitioners (3 Credits)**

This course builds on foundational nursing, medical, behavioral and psychological sciences to prepare the adult-gerontology acute care nurse practitioner (AGACNP) student to provide advanced nursing care to meet the specialized needs of patients across the full continuum of acute and chronic health services. AGACNP students will integrate their knowledge of pathophysiology, pharmacology, and health assessment to formulate differential diagnoses and develop evidence-based treatment plans for patients with acute illnesses and chronic co-morbidities, as well as progressively worsening acute and chronic conditions. Students' management and treatment plans will respect human diversity and the sociocultural beliefs and practices of patients and families in the promotion of high quality, safe, patient-centered care outcomes. In a classroom environment of collaborative clinical learning and practice, the students' diagnostic reasoning and evidence-based decision-making will be cultivated throughout the semester.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2035 Breastfeeding and Human Lactation: Contemporary Issues and Evidence Based Practice (3 Credits)**

This course is an in-depth exploration of the knowledge and skills needed to provide evidence-based care to the breastfeeding dyad. Students will participate in the clinical care of breastfeeding families in the virtual community setting. The social determinants of health related to breastfeeding and human lactation will be explored. Emphasis will be placed on the care of breastfeeding families and the public health promotion of human milk usage.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2036 Health Promotion across the Adult-Older Adult Lifespan (3 Credits)***Typically offered Fall*

This course provides an introduction to theoretical, developmental, and clinical issues relevant to advanced nursing practice in the care of adults and older adults. It is designed to enable students to develop the necessary knowledge base and skills for evidence-based practice as advanced practice nurses. Social, political, cultural, and ethical issues that influence access and utilization of health care are explored and health belief models are incorporated. Health promotion and disease prevention concepts and strategies will be emphasized. Family theory
This course provides an introduction to theoretical, developmental, and clinical issues relevant to advanced nursing practice in the care of adults and older adults. It is designed to enable students to develop the necessary knowledge base and skills for evidence-based practice as advanced practice nurses. Social, political, cultural, and ethical issues that influence access and utilization of health care are explored and health belief models are incorporated. Health promotion and disease prevention concepts and strategies will be emphasized. Family theory and adult development within the context of cultural diversity will also be addressed.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2037 Common Health Problems of Adults and Older Adults & Seminar (3 Credits)***Typically offered Spring*

This course is designed to enable students to develop the necessary knowledge base and problem-solving skills for practice as nurse practitioners. Course content will focus on the methodologies used to diagnose and treat common health problems and the educational and counseling components of care. Students are expected to critically appraise current research concerning diverse populations of adults and older adults to form the basis of assessment, intervention, and evaluation.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2039 Palliative Care Clinical Seminar (0 Credits)***Typically offered Summer term*

This clinical seminar course will focus on the clinical application of advanced nursing care to address the personal, professional, societal, cultural, spiritual, and ethical/legal issues related to the clinical care of patients and families experiencing serious, progressive illness and death. Theoretical perspectives and current evidence related to palliative care will be explored with a focus on applying evidenced-based interventions in the clinical setting to promote quality of life and quality of dying for patients and families across the illness/dying trajectory. The role of the advanced practice nurse (APN) and interprofessional collaboration will be examined in the context of the clinical practicum experience.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No

NURSE-GN 2040 Fundamentals of Quality Improvement and Financial Management for Nurse Leaders (3 Credits)*Typically offered Spring and Summer*

This course introduces two major and important management concepts for nurse leaders: quality process improvement and budget management. The first part of the course examines the fundamental concepts of healthcare process improvement. The course introduces the students to various quality management models for continuous improvement such as, but not limited to, the PDSA, six sigma and LEAN methodologies. The course explores the basic kinds of measures, the run charts, cause-effect diagrams, fishbone diagrams, and the systematic approach to error called root cause analysis (RCA). The course examines the role of the nurse leader in a multidisciplinary team or in leading quality improvement initiatives in healthcare organizations. The remainder of the course examines the principles of budgeting and its practical applications in healthcare organizations. Specific techniques of health care budgeting and variance analysis are explored. Excel computer software programs to prepare graphs, charts, and other budgeting applications are used to provide hands-on skills for budget preparation. The purposes and application of budgets in healthcare, including long range planning, programming, budget operations, capital budgets, and fixed and variable costs are analyzed. Prototypes of zero-based budgeting, cost estimation and forecasting, performance budgeting, and capital budgeting are analyzed throughout the course. The course culminates with student presentations of a budget for a nursing unit or for a project proposal that apply the principles learned in class.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2041 Issues and Trends in Nursing and Health Care (3 Credits)***Typically offered Fall and Spring*

In this course, students analyze current political, social, and economic issues and trends that affect health care delivery, nursing, and health policy. The course focuses on the United States and includes global issues that affect health care systems and delivery of care. Students develop strategies for collaborating with individuals and organizations in efforts to enhance health equity and the quality of care for patients and populations of diverse racial, ethnic, gender, and other identities. The course covers credentialing of advanced practice nurses and its importance in providing high quality care. Throughout the course, students are encouraged to develop and pursue their professional goals in terms of participation and leadership in professional organizations, engaging in civic participation, and obtaining and using health policy evidence and information to advance health equity. Coursework entails individual and group assignments in both synchronous and asynchronous modes. This is a required core course for all master's students at NYU Rory Meyers College of Nursing and open to other NYU graduate students with permission of the instructor.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2046 The Environment and Health of Populations (3 Credits)***Typically offered Fall*

This course will support students in gaining an in-depth understanding of the intersection of the environment and human health to manage and lead change for human and planetary health. To accomplish this, the course explores advanced professional practice related to the current issues of environment, occupational health, and climate change. The primary focus of this course examines impacts that the environment (soil, water, air, and climate) has on the health of populations, especially within occupational settings, on a local, state, national, and global level. Understanding the science behind these factors and the strategies (policy, economics, politics, and ethics) used to mitigate/improve the health of populations are key areas of knowledge acquisition and will inform the applications to practice. The pre-requisites for the course are NURSE-GN 2005 and NURSE-GN 2303. This course is open to undergraduate Nursing students with permission.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2050 Advanced Pathophysiology (3 Credits)***Typically offered Fall and Spring*

This course provides students with the opportunity to deeply explore core pathophysiology. This course provides students with the opportunity to deeply explore core pathophysiological concepts that provide a strong foundation for advanced practice. The aim is to expand on knowledge of the pathogenesis of health problems across the life span. Pathophysiology is integrated with a developmental perspective to facilitate an in-depth understanding of functional and dysfunctional integration of organ systems in the human. Clinical situations designed to illustrate specific concepts are presented during the lecture and in-class student discussions. Biological concepts that provide a strong foundation for advanced practice. The aim is to expand on knowledge of the pathogenesis of health problems across the life span. Pathophysiology is integrated with a developmental perspective to facilitate an in-depth understanding of functional and dysfunctional integration of organ systems in the human. Clinical situations designed to illustrate specific concepts are presented during the lecture and in-class student discussions.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No

NURSE-GN 2051 Geriatric Syndromes for the Adult-Gerontology Acute Care Nurse Practitioner (3 Credits)

This course prepares adult-gerontology acute care nurse practitioner (AGACNP) students to provide person-centered care for older adults with geriatric syndromes, chronic co-morbidities and complex medical problems according to the most recent competencies. AGACNP students will apply their knowledge of older adults and the changes associated with aging to critically think through progressively challenging problems and generate the best ethical and clinical decisions using validated decision-models. Assessment of older adults upon admission to a hospital or transition to sub-acute care facilities will be emphasized to determine the client's baseline physical status and social determinants of health (SDOH) to mitigate healthcare-acquired complications such as functional decline, cognitive impairment, falls, delirium, infections and malnutrition, to name a few. All aspects of the healthcare continuum will be explored including health promotion, secondary prevention, disease management, hospital care, advance care planning and palliative care. The course will foster the AGACNP students' competency in advancing diversity, equity and inclusion in healthcare to help reduce disparities, inequities, bias and racism in healthcare for all older adults. Application of relevant federal and state policies that influence access to care and utilization of healthcare resources of older adults will be integrated throughout. AGACNP students will demonstrate their competency development in the assessment, diagnosis and management of diverse older adults with geriatric syndromes.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2060 Mental Health Across the Lifespan (3 Credits)

Typically offered Spring and Summer

This course presents theoretical perspectives on common mental health problems on a continuum from psychological distress to psychiatric disorder, including substance use disorders, experienced by adolescents, adults and older adults. Social, biological and psychological, genetic and environmental factors influencing individuals, families and groups that contribute to risk for illness will be examined in special needs, underserved and vulnerable populations. The influence of cultural beliefs and provider and consumer attitudes will be analyzed as shaping factors in the assessment, diagnosis, nursing and medical management of psychiatric disorders. Pharmacologic, interpersonal, neuro-modulation and alternative treatment will be analyzed for best practices in individual and population-focused care. The course highlights the roles of the direct provider delivering advanced practice level, comprehensive, inter-professional care to patients with complex primary and co-occurring disorders in a range of settings.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2062 Pediatric Primary Care and Practicum I (3 Credits)

Typically offered Summer term

This course emphasizes the normal patterns of health promotion and health maintenance. Assessment, diagnosis, and management of common pediatric problems are examined in the context of primary care provided to well infants and children. Theoretical concepts, research evidence, and clinical-practice- models-related issues encountered in the primary care of infants and children are examined as well as their application to primary care and advanced practice-nursing interventions. Interventions by advanced practice nurses that promote optimal health and wellbeing are applied to commonly encountered issues of growth and development throughout infancy, childhood, and adolescence. Social, political, cultural, and legal-ethical issues that influence primary pediatric health care are explored. Emphasis is on mutual clinical decision making using an evidence based, interdisciplinary care model for the well child in primary care settings. This course has a minimum of 145 hours of supervised clinical experiences in ambulatory care settings.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2063 Pediatric Primary Care and Practicum II (3 Credits)

Typically offered Fall

The nursing process and role of the advanced practice nurse is applied in the clinical setting as a framework for managing health care of children and adolescents and their families. Students participate in client care management, including advanced assessment, health promotion, developmental appraisal, disease prevention, and management of common problems using an evidence-based practice model. Case studies integrate the concepts of diagnostic reasoning, the acquisition of advanced practice skills, and appropriate use of technology and research application in the primary care setting. This course has a minimum of 270 hours of supervised clinical experience in ambulatory care settings.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2064 Advanced Practice Nursing: Pediatric Primary Care III (3 Credits)

Typically offered Spring

This course focuses on the diagnosis and management of episodic and acute health problems of children by the advanced practice in primary care settings. Focus is on applying critical thinking and clinical decision-making competencies to formulate differential diagnoses and develop management plans for children and their families. Students learn the role of clinician, educator, advocate, and interdisciplinary consumer of research to design and analyze therapeutic interventions that are aimed at decreasing health disparities and improving the overall health and well-being of underserved communities. Students learn an evidence-based practice model of care to assure children and families the highest quality care, and they learn from an interdisciplinary model of care to promote their best practice model of care. Concepts include health promotion; health education; anticipatory guidance; cultural, legal, and ethical issues; family involvement in the client's care; and leadership strategies.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2065 APN: Pediatric Primary Care and Practicum III (3 Credits)*Typically offered Spring*

This course focuses on comprehensive primary care of children and families in ambulatory settings. Students synthesize knowledge to develop and evaluate management plans for children with complex and chronic health problems. Combining advanced practice skills in health assessment and diagnosis, students develop treatment plans and facilitate the client's entry into and utilization of the health care system. Students combine the roles of clinician, educator, advocate, and interdisciplinary consumer of research design, and they implement therapeutic interventions that are aimed at decreasing health disparities and improving the overall health and well-being of underserved communities. An evidence-based practice model of care is utilized to decrease health disparities among vulnerable populations and improve their health and wellbeing. The course also emphasizes the leadership role of the advanced practice nurse in the provision of primary care to children.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 2068 Substance-Related and Addictive Disorders Across the Lifespan Theory (3 Credits)***Typically offered Fall and Spring*

This course focuses on the etiology, assessment, diagnosis, treatment, and evaluation of outcomes for people with substance use related disorders. Target populations include individuals of all ages diagnosed with medical or mental health disorders, at risk for, or who suffer from, an acute or chronic substance use related disorder. Major classes of substances used by these populations will be presented. Culturally relevant, evidence based practice frameworks are presented. Systems of care delivery are analyzed for economic, ethical, cultural, and political factors that influence care delivery to populations seeking treatment for substance use related disorders.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2069 Substance-Related and Addictive Disorders Practicum and Supervision (3 Credits)***Typically offered Fall and Spring*

This supervised clinical practicum focuses on the care of populations with substance-related disorders and co-occurring psychiatric or medical disorders. Medically underserved, vulnerable, minority, and special populations are targeted for treatment. Clinical sites include social agencies and acute and ambulatory care facilities serving medically underserved, vulnerable, culturally, and ethnically diverse populations. Students apply theories in the assessment and differential diagnosis of substance-related disorders and develop population focused evidence-based, culturally competent interventions

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2097 Introduction to Palliative Care (3 Credits)***Typically offered Summer term*

This course will provide an introduction to palliative care by addressing the personal, professional, societal, cultural, spiritual, and ethical/legal issues related to the care of patients and families experiencing progressive, life limiting illness and death. Theoretical perspectives related to palliative care will be explored with a focus on evidenced-based interventions to promote quality of life and quality of dying for patients and families across the illness/dying trajectory. Emphasis will be placed on comprehensive assessment, diagnosis, planning, and implementation of pharmacologic, non-pharmacologic, and complementary therapies to relieve pain and suffering, as well as evaluating the outcomes of such care. Theoretical bases related to the assessment and management of pain and suffering are considered, with an emphasis on comprehensive care of patients in pain with HIV/AIDS, cancer, and other end-stage organs diseases (hepatic, renal, neurologic, cardiac, and pulmonary). Barriers to effective palliative care, specifically pain management, and related health care policy development, are discussed, including strategies to overcome barriers and health care discrepancies. Quality palliative care is considered within the context of the palliative care team, in acute, community, hospice and home care settings. The role of advanced practice nurses in advocating for and promoting patients' rights for quality care, specifically the relief of pain and suffering, is explored. Based on the knowledge of theory and evidence-based interventions, students will alleviate pain and suffering and improve the quality of life and dying for culturally diverse patients and families across health care settings.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2098 Adv Pall Care Theory (3 Credits)***Typically offered Spring*

This course assists students in developing advanced knowledge and skills to assess and manage advanced diseases, alleviate complex symptoms, and address the holistic needs of patients and families (e.g. those with cancer, AIDS, End-Stage Organ Diseases.) Students will analyze the impact of such illness on family, community, and health care systems, including the availability of resources and barriers to resources. A focus will be on the leadership role of nurses in palliative care as it relates to symptom management including: the analysis and development of health care policies, protocols, standards of care, health care resources, and evidence-based practice. Students will critique clinical and research literature and available electronic information to support evidence-based practice.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2099 Pall Care Adv Practicum (3 Credits)***Typically offered Summer term*

This course prepares students to utilize advanced clinical knowledge and skill in addressing the complex physical, psychological, ethical, social, spiritual and grief issues and needs experienced by patients and families with advanced disease and symptoms across diverse health care settings. An additional focus will be the leadership role of nurses in palliative care, including roles in practice, education, research, influencing health care policy, and further development of the specialty.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No

NURSE-GN 2100 Palliative Care Clinical Seminar: Advanced Certificate Program (3 Credits)

This course prepares students to utilize advanced clinical knowledge and skill in addressing the complex physical, psychological, ethical, social, spiritual and grief issues and needs experienced by patients and families with advanced disease and symptoms across diverse health care settings. An additional focus will be the leadership role of nurses in palliative care, including roles in practice, education, research, influencing health care policy, and further development of the specialty.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2105 Leadership for Adv Professional Practice (3 Credits)

Typically offered Summer term

This course will focus on the role of the Advanced Practice Nurse as a system leader and change agent. Didactic and experiential course content will incorporate current theories of management, leadership and organizational change. The class will also discuss how advanced nursing knowledge and evidence shapes and informs the Advanced Practice Nurse's management and leadership practice.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2116 Adult-Gerontology Acute Care II (3 Credits)

Typically offered Fall

This course builds on previous theoretical and clinical knowledge to prepare the student in the diagnosis and management of culturally diverse patients with a variety of acute, chronic, and critical illnesses. Diagnostic reasoning, differential diagnosis, and diagnosis are emphasized as the students analyze patients with complex health problems. The student assesses clinical data along with leadership, and communication and change theories, students analyze a health care organization and then create and formally present the consultant's summary of findings and strategic interdisciplinary recommendations.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2117 Adult-Gerontology Acute Care Practicum II (3 Credits)

Typically offered Fall

This course focuses on evaluation, diagnosis, and management of culturally diverse patients with an acute, critical, and/or chronic illness. The student assesses patients by performing a history and physical, incorporating knowledge of advanced pathophysiologic concepts along with clinical data to formulate differential diagnoses. Management of patient data including ordering, performing, and interpretation of a variety of diagnostic tests is emphasized. Students synthesize both clinical and diagnostic data to search for the best available evidence on which to base treatment choices and develop evidence-based treatment plans in conjunction with the interdisciplinary team.

Grading: Grad Rory Meyers Pass/Fail

Repeatable for additional credit: No

NURSE-GN 2118 APN: Adult-Gerontology Acute Care III (3 Credits)

Typically offered Spring

Utilizing a holistic, nursing, and evidence-based framework and incorporating a health disparities model, the course builds on prior clinical and theoretical courses to enable the acute care advanced practice nurse to analyze complex health problems of diverse patients who present to the acute care setting as well as home, rehabilitative and ambulatory care settings. Acute care nurse practitioner students engage in the comprehensive management of patients with a variety of complex critical illnesses and/or chronic disease. Students develop and refine hypothetic deductive reasoning and knowledge of advanced Pathophysiology to plan, monitor, and implement therapeutic interventions for a variety of acute and chronic conditions. Selection of the best nursing and medical interventions emphasizes a thorough review of the literature, incorporating advanced search strategies, analysis of methodologies, and critical appraisal of the literature. Research, patient preferences, and nursing experience are integrated in clinical decision making, management, and evaluation of patient-focused clinical outcomes.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2119 APN: Adult-Gerontology Acute Care Practicum III (3 Credits)

Typically offered Spring

Students incorporate nursing, medical, and psychosocial concepts into assessment, diagnostic evaluation, treatment, and management of culturally diverse patient populations with acute, critical, and/or chronic illnesses. Students refine their diagnostic reasoning skills and diagnostic evaluation abilities. Utilizing principles of evidence based practice; students formulate a treatment plan that reflects the best evidence, individual patient preferences, and clinical judgment to promote achievement of clinical outcomes. As students complete this last clinical course, an emphasis is placed on the comprehensive management of a variety of complex and concomitant health problems, both acute and chronic. The leadership role of the acute care nurse practitioner is fostered along with best treatment practices in collaboration and conjunction with the interdisciplinary team. Students incorporate nursing, medical, and psychosocial concepts into assessment, diagnostic evaluation, treatment, and management of culturally diverse patient populations with acute, critical, and/or chronic illnesses. Students refine their diagnostic reasoning skills and diagnostic evaluation abilities. Utilizing principles of evidence based practice; students formulate a treatment plan that reflects the best evidence, individual patient preferences, and clinical judgment to promote achievement of clinical outcomes. As students complete this last clinical course, an emphasis is placed on the comprehensive management of a variety of complex and concomitant health problems, both acute and chronic. The leadership role of the acute care nurse practitioner is fostered along with best treatment practices in collaboration and conjunction with the interdisciplinary team.

Grading: Grad Rory Meyers Pass/Fail

Repeatable for additional credit: No

NURSE-GN 2122 Nursing Administration Theory II (3 Credits)

Typically offered Fall

This course examines the impact of health care legislation, policy, economics, financing, and reimbursement structures on the role of the nurse administrator. Employing principles of organizational behavior, leadership, change, communication, and cultural competence, students analyze finance and reimbursement models, financial reports, management processes, budgeting, and the strategic planning process in diverse and multicultural health care settings.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2123 Diagnosis and Procedures I (1.5 Credits)

Course Description: Diagnosis and Procedures I Adult-Gerontology Acute Care Nurse Practitioners (AGACNPs) are educated to manage patients with acute and critical illness. A component of that management includes the performance of invasive and non-invasive diagnostic and therapeutic interventions to help monitor patients, diagnose problems, treat complex diseases and improve outcomes within an interdisciplinary healthcare team approach. Using Bandura's self-efficacy theory, Kohl's experiential learning theory, quality improvement principles and a problem-based learning pedagogy, AGACNP students will perform necessary diagnostic tests, procedures and interventions in accordance with best practices and quality evidence as part of the holistic and safe treatment of complex, acutely ill/critically ill patients. Preparation for each procedure will include a review of the attendant risks/benefit profiles as well as anticipation of expected outcomes and possible complications. Ethical and legal principles of providing informed consent to each patient prior to the procedure will be emphasized as a patient safety issue. AGACNP students will conduct appropriate monitoring for potential expected and unexpected complications associated with the particular procedure and will lead the team in the emergency management of any complication. To acquire these advanced procedural skill sets, each student will have multiple opportunities to practice these skills in the Clinical Simulation Learning Center (CSLC). The course will culminate with each student demonstrating his/her entry-level competence of certain selected procedures.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2124 Diagnosis and Procedures II (1.5 Credits)

Adult-Gerontology Acute Care Nurse Practitioners (AGACNPs) are educated to manage patients with acute and critical illness. A component of that management includes the performance of invasive and non-invasive diagnostic and therapeutic interventions to help monitor patients, diagnose problems, treat complex diseases and improve outcomes within a interdisciplinary healthcare team approach. Using Bandura's self-efficacy theory, Kohl's experiential learning theory, quality improvement principles and a problem-based learning pedagogy, AGACNP students will perform necessary diagnostic tests, procedures and interventions in accordance with best practices and quality evidence as part of the holistic and safe treatment of complex, acutely ill/critically ill patients. Preparation for each procedure will include a review of the attendant risks/benefit profiles as well as anticipation of expected outcomes and possible complications. Ethical and legal principles of providing informed consent to each patient prior to the procedure will be emphasized as a patient safety issue. AGACNP students will conduct appropriate monitoring for potential expected and unexpected complications associated with the particular procedure and will lead the team in the emergency management of any complication. To acquire these advanced procedural skill sets, each student will have multiple opportunities to practice these skills in the Clinical Simulation Learning Center (CSLC). The course will culminate with each student demonstrating his/her entry-level competence of certain selected procedures.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2126 Diagnostics & Procedures for the Adult-Geriatric Acute Care NP Specializing Palliative Care (0 Credits)

Adult-Gerontology Acute Care Nurse Practitioners (AGACNPs) are educated to manage patients with acute and critical illness. A component of that management includes the performance of invasive and non-invasive diagnostic and therapeutic interventions to help monitor patients, diagnose problems, treat complex diseases and improve outcomes within an interdisciplinary healthcare team approach. Using Bandura's self-efficacy theory, Kohl's experiential learning theory, quality improvement principles and a problem-based learning pedagogy, AGACNP students will perform necessary diagnostic tests, procedures and interventions in accordance with best practices and quality evidence as part of the holistic and safe treatment of complex, acutely ill/critically ill patients. Preparation for each procedure will include a review of the attendant risks/benefit profiles as well as anticipation of expected outcomes and possible complications. Ethical and legal principles of providing informed consent to each patient prior to the procedure will be emphasized as a patient safety issue. AGACNP students will conduct appropriate monitoring for potential expected and unexpected complications associated with the particular procedure and will lead the team in the emergency management of any complication. To acquire these advanced procedural skill sets, each student will have multiple opportunities to practice these skills in the Clinical Simulation Learning Center (CSLC). The course will culminate with each student demonstrating their entry-level competence of certain selected procedures.

Grading: Grad Rory Meyers Pass/Fail

Repeatable for additional credit: No

NURSE-GN 2130 Midwifery Management and Practicum I: Health Assessment and Reproductive, Sexual, & Gyn Health Care (3 Credits)

Typically offered Spring

This course introduces the student to the discipline and practice of midwifery beginning with the acquisition of essential history taking and physical examination knowledge and skills and applying them to the broad topic of women's health. The midwifery management process is presented, and students master the integration of assessment, diagnosis, management, intervention, evaluation, collaboration, and referral components in the provision of culturally competent, evidenced-based practice. Female life-cycle events that are both normal life functions as well as common gynecological diseases are presented. Clinical experience includes consideration of the health needs of women from culturally diverse populations in a variety of clinical settings.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2131 Prof Issues & Role Dev in Nurse Midwifery (2 Credits)

Typically offered Summer term

This course explores the current state of both women's health care and midwifery. Critical concepts include ?power? and ?empowerment? of both women and midwives to influence women's health care; the development of strategies to exercise these critical concepts to reduce health disparities; and the application of crucial cultural competence knowledge and skills. The multiple roles of midwives are explored, including those of provider, collaborator, consultant, educator, administrator, researcher, and advocate. Legal and ethical dimensions of professional midwifery are discussed. In addition, policy, politics, and health care financing for midwifery practice are investigated and critiqued.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2132 Midwife Mgmt Pract II (5 Credits)*Typically offered Summer term*

This course prepares the student to provide comprehensive midwifery care to normal pregnant women. Using the midwifery model of care, the student accesses and integrates several disciplines, including nursing, midwifery, and obstetrics in order to provide comprehensive, evidence-based, culturally competent, and family-centered maternity care. The focus is on pregnancy as a normal process, which is enhanced through midwifery care. Emphasis is placed on empowering women, a strategy that helps reduce health disparities through partnership in antepartum care. The evaluation of normal processes, screening for deviations from the normal, as well as providing anticipatory guidance and emotional support to the mother and family are hallmarks of midwifery care. Clinical practice is in antepartum settings in midwifery practices.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2133 Primary Care for Midwifery Practice (3 Credits)***Typically offered Spring*

Building on the strategies presented in the core courses, advanced physical assessment, pathophysiology, and pharmacotherapeutics, this course extends midwifery skills to provide primary care to women. This includes health promotion and disease prevention within the context of culture and family as well as the screening, diagnosis, and management of common acute and episodic illnesses and the exacerbation of chronic disease within the context of evidence-based practice.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2134 Midwife Management Practicum III (5 Credits)***Typically offered Fall*

Every family has a right to a safe, satisfying childbirth experience, with respect for cultural variations, human dignity, and the rights as consumers to freedom of choice and self determination? (American College of Nurse-Midwives, 1980). Culturally competent midwifery care during the birth and postpartum periods appropriately takes place in a variety of settings, including birth centers, homes, and hospitals. This course focuses on the care and management of the mother and baby through normal labor, delivery, and postpartum, elaborated through evidence-based practice (EBP). It provides the knowledge and skills to manage alterations and changes at any point during the process, including those of the newborn in the first hours and months of life.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2135 Midwife Management Practicum IV (6 Credits)***Typically offered Spring*

This is the final clinical course of the midwifery program. Students have the challenge and opportunity to integrate knowledge and clinical skills learned separately during the previous basic courses. They do this in a practice setting that encompasses the full scope of midwifery practice. This course also provides the opportunity to assure the acquisition of all core competencies, with emphasis on cultural competence, evidence-based practice, and reduction in health disparities in order to achieve beginner midwifery competence by graduation. In addition, professional role development behaviors deriving from leadership and entrepreneurial and change agent knowledge and skills are reinforced or made tangible in planning on practice as a new graduate.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2136 Individual Psychotherapy Across the Lifespan (3 Credits)***Typically offered Fall*

This advanced practice course is designed to systematically explore the theory and apply the practice of individual psychotherapy across the lifespan. It introduces students to concepts of clinical interviewing, developing a therapeutic relationship and common factors in psychotherapy. Major schools of psychotherapy (e.g., psychoanalytic, humanistic-existential, cognitive behavioral) and various psychotherapies within the schools are analyzed with a focus on understanding their underlying theoretical assumptions and relevant concepts of health, psychopathology and change. Students will examine and critique the evidence-base of various psychotherapies appropriate for different age groups as well as for various clinical issues, paying specific attention to diversity in culture, lifestyle and values. The psychotherapy role of the psychiatric mental health nurse practitioner relative to intra and interprofessional practice, ethical, legal and policy considerations are examined. The experiential training and simulation component focus on the application and demonstration of psychotherapy skills.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2137 Foundations of Psychiatric Advance Practice Nursing Across the Lifespan (3 Credits)***Typically offered Spring and Summer*

This course is designed to explore foundational concepts of advanced practice psychiatric mental health nursing and to synthesize knowledge relevant to the care of individual clients and their families experiencing actual and potential psychiatric mental health problems. Theories and research findings pertinent to bio-psychosocial conceptualizations of mental health and mental illness are evaluated for use in practice. Models for prevention and treatment of psychiatric disorders are explored for their efficacy in different age groups paying specific attention to diversity in culture, lifestyle and values. The clinical component of the course focuses on performing psychiatric evaluations, conducting individual, group, couple, and family psychotherapy, and prescribing psychiatric medication as well as developing advanced nursing judgment, decision-making skills, and leadership essential to advanced practice psychiatric nursing. Students complete a practicum at a mental health setting and take part in a supervision group.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No

NURSE-GN 2138 Group, Couple and Family Psychotherapy Across the Lifespan (3 Credits)*Typically offered Spring and Summer*

This advanced practice course is designed to systematically explore the theory and apply the practice of group, couple, and family psychotherapy across the lifespan. The major theories of group, couple, and family therapy (e.g., group dynamics, systems therapy, structural therapy, emotion-focused therapy, cognitive-behavioral therapy) and various contemporary approaches are analyzed with a focus on understanding their underlying theoretical assumptions and relevant concepts of health, psychopathology and change. Students will critique the evidence-base of various approaches appropriate for different age groups as well as for a number of clinical issues, paying specific attention to diversity in culture, lifestyle and values. The group, couple, and family therapy role of the psychiatric mental health advanced practice nurse relative to intra and interprofessional practice, ethical, legal and policy considerations are examined. The clinical training and simulation component focuses on the application and demonstration of group, couple, and family psychotherapy skills.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2139 Child & Adolescent Psychiatric Advanced Practice Nursing Theory (3 Credits)***Typically offered Fall*

This course is designed to synthesize advanced practice knowledge relevant to the care of individual children and adolescent clients and their families experiencing actual and potential psychiatric mental health problems. The epigenetic continuum from risk and resiliency factors to symptom expression, manifestation of illness, and models of recovery is explored. Theories and research related to the etiology, assessment, differential diagnosis, case conceptualization, treatment, and evaluation of client outcomes are examined. Models for prevention and treatment of psychiatric disorders are explored for their efficacy in working with children, adolescents, and their families, paying specific attention to diversity in culture, lifestyle and values. Aspects of the psychiatric nurse practitioner role are demonstrated within a framework of critical thinking, diagnostic reasoning, and clinical judgment to develop and evaluate comprehensive, inter-professional, and evidence-based treatment plans. Special attention is placed on developing competence in conducting play therapy as well as integrating psychodynamic therapy and family therapy into the treatment of children and adolescence.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2140 Child & Adol Psych Adv Pract Nrsng Pract & Sup (3 Credits)***Typically offered Fall*

This practicum and supervision course focuses on the application and integration of knowledge and skills essential to the care of diverse child and adolescent clients with complex mental health problems. The practicum provides opportunities for students to refine their clinical competencies in psychiatric assessment, differential diagnoses, case conceptualization, treatment planning, psychotherapeutic and psychopharmacological interventions and outcome measures with credentialed preceptors at mental health facilities. The faculty supervision allows students to further develop self-awareness, critical thinking, sound judgment, decision-making and leadership skills essential to advanced practice psychiatric nursing.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 2141 Adult & Geriatric Psychiatric Advanced Practice Nursing Theory (3 Credits)***Typically offered Spring*

This course is designed to synthesize advanced practice knowledge relevant to the care of individual adult and geriatric clients and their families experiencing actual and potential psychiatric mental health problems. The epigenetic continuum from risk and resiliency factors to symptom expression, manifestation of illness, and models of recovery is explored. Theories and research related to the etiology, assessment, differential diagnosis, case conceptualization, treatment, and evaluation of client outcomes are examined. Models for prevention and treatment of psychiatric disorders are explored for their efficacy in working with adults, older adults, and families, paying specific attention to diversity in culture, lifestyle and values. Aspects of the psychiatric nurse practitioner role are demonstrated within a framework of critical thinking, diagnostic reasoning and clinical judgment to develop and evaluate comprehensive, interdisciplinary, and evidence-based treatment plans.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2142 Adult & Geriatric Psychiatric Advanced Practice Nursing Practicum and Supervision (3 Credits)***Typically offered Spring*

This practicum and supervision course focuses on the application and integration of knowledge and skills essential to the care of diverse adult and geriatric clients with complex mental health problems. The practicum provides opportunities for students to refine their clinical competencies in psychiatric assessment, differential diagnoses, case conceptualization, treatment planning, psychotherapeutic and psychopharmacological interventions and outcome measures with credentialed preceptors at mental health facilities. The faculty supervision allows students to further develop self-awareness, critical thinking, sound judgment, decision-making and leadership skills essential to advanced practice psychiatric nursing.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 2143 Advanced Holistic Nursing Foundations (3 Credits)***Typically offered Summer term*

This course focuses on theoretical constructs and philosophical underpinnings of the holistic paradigm across the lifespan and also on the student's self-assessment, personal growth and self-healing to develop his or her role as an advanced holistic nurse. The evolution of holism and theories of wholeness from nursing and other disciplines are investigated. Concepts of self, healing, caring, consciousness, connection, relationship, balance and transforming one's personal pattern of wholeness are explored and applied. The pathways between emotional perceptions and the body's physiological responses are examined. The physiology and anatomy of the immune and neuroendocrine systems are studied. The interactions between psychosocial factors, spirituality, culture, stress, the immune, neurological and endocrine systems, and their overall relation to health, illness and disease are explored. Evidence accumulating in the field of psychoneuroimmunology is appraised and related to advanced holistic nursing practice. Pathways for self-healing are applied.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No

NURSE-GN 2145 Advanced Holistic Nursing: Healing with Complementary and Alternative Modalities (3 Credits)*Typically offered Spring*

This hybrid independent study course explores select complementary and alternative modalities utilized in advanced holistic nursing to facilitate healing. Concepts of subtle energy, modes of awareness, centering, presence, intentionality, relationship, and shared consciousness are explored and applied as the basis for healing. Appraisal of research related to complementary and alternative modalities and application in evidence-based practice is emphasized. Issues of values, health beliefs/practices, disparity, culture and diversity are related to clients' use of allopathic, complementary and alternative modalities. Safety, quality of care and ethical issues related to complementary and alternative modalities are explored. Clinical hours are utilized for experiential provision of complementary and alternative modalities.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2146 Advanced Psychopharmacology Across the Lifespan (3 Credits)***Typically offered Fall and Summer terms*

This course is designed to explore the psychopharmacological treatment and management of psychiatric disorders for clients across the lifespan. It prepares advanced practice psychiatric-mental health nurses to prescribe and evaluate the effectiveness of psychiatric medication. Emphasis is placed on examining the neurobiological processes underlying psychopathology and the pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of psychopharmacological agents. Special topics are addressed including: pharmacogenomics in drug response, adherence issues, and managing clients with comorbidities, treatment resistance, and chronic illnesses. Factors influencing prescriptive practice are explored including the decision to prescribe and/or conduct psychotherapy, financial and managed care considerations, direct to consumer prescription drug advertising, drug promotion by the pharmaceutical industry, and how the internet influences consumer expectations. The course considers ethical, legal, cultural, economic and technological perspectives as well as state and national public policies influencing psychopharmacological practice.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2147 Professional Issues/Role Development/Psychiatric-Mental Health Nurse Practitioner (3 Credits)***Typically offered Summer term*

This course will systematically examine the professional issues and role development needed to prepare registered nurses for the advanced practice role of psychiatric-mental health nurse practitioner (PMHNP). Students will identify and critically appraise evidence-based information concerning PMHNPs as clinicians, educators, researchers, and leaders with particular attention to the role of the PMHNP in conducting psychiatric evaluations, practicing psychotherapy, prescribing and managing medications, and using neuromodulation approaches. Students will practice skills of translating research and other evidence into clinical practice, measuring patient outcomes, and analyzing health care systems to ensure quality and safety. They will analyze mental health disparities and the cultural competence needed to enable PMHNPs to work effectively with diverse populations. Students will examine legal and ethical standards for the PMHNP, technological considerations, and evaluate public policy, national agendas, and health care financing with a focus on mental health. This course will emphasize interprofessional collaborative practice, as key to safe, highquality, accessible, patient-centered care.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2157 Psychoneuroimmunology (3 Credits)***Typically offered Summer term*

This course explores the interactions between psychosocial factors, stress, the immune system, and the brain and their overall relation to both health and illness. The physiology and anatomy of the immune and neuroendocrine systems are studied. Several concepts of stress are introduced. The scientific and anecdotal evidence accumulating in the field of psychoneuroimmunology is reviewed with an attempt at synthesis into a holistic framework that can serve as the basis for future research, as the rationale for therapeutic interventions, or as the motivator for a change in lifestyle.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2167 Nursing Administration Theory I (3 Credits)***Typically offered Spring*

Establishing the foundation for competency-based nursing administration, this course examines past, current, and future issues and relevant research that impacts health organizations and the role of the nurse administrator in diverse settings. Topics include theory and research related to the following aspects of nursing administration: shaping organizational culture and creating caring environments; implementing and upholding standards of practice and professional performance; employing principles of ethical practice; organizational behavior; leadership; communication; cultural competence; conflict management; health economics; management processes; consumer health initiatives; health care evaluation; and outcome measures. Practicum experiences expose students to the role of the nurse administrator in different settings advanced physiologic concepts to begin diagnostic evaluation and a discussion of different pharmacotherapeutic and treatment and management options. Clinical decision making based on the best available research, patient and family preferences, and clinical expertise is reinforced.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No

NURSE-GN 2168 Nursing Administration Practicum III (3 Credits)*Typically offered Spring*

In this final practicum course, the student conducts all aspects of the nurse administrator role in the health care setting. The emphasis is on evaluating nursing administration based on criteria from ANA Scope and Standards for Nurse Administrators, Code of Ethics, and national health care agency accreditation; and the expected administrative nursing practice that advocates for the well-being of nurses, fosters interdisciplinary collaboration and team-building, conducts cost-benefit analysis of strategic initiatives, and addresses consumer health care needs within multicultural and diverse health care environments.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 2170 Nursing Education Theory I: Theoretical Bases of Teaching (3 Credits)***Typically offered Spring*

This course introduces the students to major theoretical perspectives and learning theories that shaped the foundation of the art and science of teaching nursing. The students will critically examine the cultural models that serve as framework in assessment and development of cultural humility. The students will reflect on the knowledge they gained from this course to formulate a beginning philosophy of teaching-learning in nursing. They will explore the issue of inclusion, diversity, and equity in nursing education in the USA and globally.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2171 Nursing Education Practicum I: Teaching in Simulation (1 Credit)***Typically offered Fall and Spring*

This course allows the students to examine the theoretical framework in designing, implementing, and evaluating simulation teaching. The students explore the evidence and standards of best practices and guidelines in teaching simulation. The students will participate in a precepted practicum where they will gain skills at teaching in simulation. The course consists of classroom seminars and 60 hours of simulation teaching practicum.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 2172 Nursing Education II Theory: Teaching Methods and Technology (3 Credits)***Typically offered Fall*

This course will examine innovations in education that support and promote a culture of active learning. The student will design a course that meets the American Association of Colleges of Nursing (AACN) Essentials, and the principles of curriculum development. The students will integrate Quality and Safety Education in Nursing (QSEN) and Interprofessional Education Consortium (IPEC) competencies and the theoretical model of cultural humility in teaching nursing. The students will discuss the integration of global citizenship in the nursing curriculum. The students will implement the principles of instructional design in developing lessons and online modules. Evidence for a wide range of learner-centered pedagogy and educational technology is examined. The students will explore the research on teaching critical thinking and clinical judgment to develop students who "think like a nurse." The students will continue to frame their beginning philosophy of teaching-learning in nursing and their beliefs about inclusion, diversity, and equity in education. The students will continue to examine the historical perspective and future directions of nursing education both in the United States and globally.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2173 Nursing Education II Practicum (1 Credit)***Typically offered Fall*

This course provides teaching practicum in simulation and clinical practice sites under the preceptorship of an experienced NYU faculty. The focus will be on learning simulation and clinical teaching strategies that include needs assessment, effective teaching of psychomotor skills and clinical judgment, student supervision, providing feedback and performance evaluation. The students will implement simulation/clinical teaching strategies that incorporate the theories of learning and the values of inclusivity, diversity, and equity. Through a collaborative project the students will also implement one of the paradigms (discovery, integration, application & teaching) of the Boyer's model for eaching scholarship. The students will continue to attend workgroup, curriculum, and other committee meetings as well as faculty development programs to appreciate and enhance faculty roles.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 2174 Nursing Education III Theory: Curriculum Development & Evaluation (3 Credits)***Typically offered Spring*

This course addresses curriculum development from conception to design to implementation and evaluation. The course covers the evaluation process of teaching and learning. The students will be provided with an opportunity to develop assessment tools and exam items to assess clinical judgment. The students will evaluate the validity and reliability of test items. The accreditation of colleges and universities will be discussed. The use of learning analytics to assess student engagement and teaching methodology will be explored. Patient education and literacy issues are examined. Issues related to high stakes testing, mandatory continuing education for re-licensure, lifetime employment (tenure) will be debated. The educator role in nursing professional development and as a leader and change agent will be explored. The students will revisit and refine their philosophy of teaching-learning in nursing and their beliefs about inclusion, diversity, and equity in education.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No

NURSE-GN 2175 Nursing Education III Practicum (1 Credit)*Typically offered Spring*

In this practicum course, the student will continue to achieve mastery of teaching in simulation and clinical practice sites. There's opportunity for students to explore other areas such as classroom teaching, nursing professional development, teaching in community nursing rotation, patient education and others. Through a collaborative project the students will continue to implement one of the paradigms (discovery, integration, application & teaching) of the Boyer's model for teaching scholarship.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 2176 Advanced Pathophysiology, Pharmacotherapeutics, and Physical Assessment (3 Credits)***Typically offered Spring*

This course is designed to expand the advanced practice nurse's knowledge of the pathophysiology, pharmacotherapeutics, and physical assessment of the common chronic health conditions of older adults. The aim is to support advance practice nurses to develop the expert knowledge, skills, and attitudes necessary to provide evidence-based care to older adults. Students will integrate their knowledge of pharmacology and pathophysiology with advanced pharmacotherapeutics and pathogenesis principles to improve patient outcomes. The components of a comprehensive geriatric assessment are integrated through the course. There is a focus on interprofessional treatment decision-making, including prescribing medications according to the best evidence for the prevention and treatment of common chronic diseases. Clinical exemplars designed to illustrate advanced physical assessment techniques, concepts, and approaches are presented during the course. The critical analysis of evidence from a variety of disciplines and its subsequent integration into interprofessional treatment plans will be emphasized.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2177 Primary Care of the Older Adult with Multiple Chronic Conditions (3 Credits)***Typically offered Spring*

This course will prepare the adult nurse practitioner to provide interprofessional primary care to older adults with multiple chronic conditions. This course integrates advanced practice nursing competencies with comprehensive assessment, diagnostic reasoning, and analysis of differential diagnoses in primary care. Students apply critical thinking and evidence based clinical decision making skills to develop, implement, and evaluate management plans for older adults residing in the community with acute and chronic health problems. Patient advocacy; health promotion; disease prevention; and physical, functional, and mental health assessment and management are emphasized. Caseload management, interprofessional collaboration, community resources, and consideration of diverse populations, older adults, family, caregivers, and staff are addressed.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2178 Primary Care of Families: Health Promotions of Infants, Children and Adolescents (3 Credits)***Typically offered occasionally*

This course introduces the theoretical, developmental, and clinical issues relevant to family nurse practitioner care of infants, children and adolescents. The focus of this course is health promotion and disease prevention, and the individual, familial, cultural, community and societal factors that influence health. It is designed to enable students to develop the necessary attitudes, skills and knowledge base for evidence-based practice as family nurse practitioners. Interventions by family nurse practitioners that promote optimal health and well-being are applied to commonly encountered issues of growth and development throughout infancy, childhood, and adolescence. Social, political, economic, cultural, and legal-ethical issues that influence growth and development, access to care, inter-professional collaboration and utilization of health care are explored. Health behavior models, risk reduction models and family theories are introduced and incorporated into health promotion interventions. A clinical component allows students to apply theoretical foundations in clinical settings.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2180 Primary Care of Families: Child & Adolescent Health (3 Credits)***Typically offered Spring*

This course leads to mastery of the competencies required for advanced primary care of individuals from birth through adolescence within the family and socio-cultural context. Selected nursing models and concepts will be used to formulate evidence-based approaches to the most common presenting pediatric and adolescent problems encountered in primary care. This course contains both lecture content and a clinical practicum in the outpatient setting.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2181 Primary Care of Families: Women's Health (3 Credits)***Typically offered Summer term*

This course develops entry level competencies required for advanced primary and reproductive health care of women across the lifespan from abroad socio-cultural perspective. Evidence-based approaches to common gynecologic and obstetric issues are presented. A clinical component allows the student to apply theoretical foundations in advanced nursing practice in clinical settings.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No

NURSE-GN 2182 Primary Care of Families: Adult & Geriatric Health (3 Credits)*Typically offered Fall*

This course is designed to enable Family Nurse Practitioner students to develop the necessary knowledge base and problem-solving skills for diagnosing and treating conditions that adults and older adults present with in acute care, long-term care, and primary care settings. Course content focuses on the methodologies used to diagnose and treat acute and chronic complex health problems in adults and older adults. The leadership role of the advanced practice nurse, case load management, interdisciplinary collaboration, regional and national resources, consideration of learning needs and ethical concerns in working with adult and older adult clients and their families is emphasized. Students are expected to critically appraise current research concerning diverse populations of adults and older adults to form the basis of assessment, intervention, and evaluation.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2183 Primary Care of Families: Adult & Geriatric Health Practicum (3 Credits)***Typically offered Fall*

The leadership role of the family nurse practitioner (FNP) in the primary care setting is analyzed as a framework for managing the healthcare needs of adults and older adults with complex health problems. Acute and chronic health care needs of individuals, families and communities are assessed, diagnosed, managed and evaluated using evidence-based best practices. Emphasis is placed on the leadership role of the FNP in providing ethical, culturally competent and collaborative health care, yielding quality and cost-effective outcomes.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 2184 Primary Care of Families Across the Lifespan (3 Credits)***Typically offered Spring*

This course focuses on the assessment, diagnosis, management and evaluation of complex health problems in individuals and families across the lifespan in primary care settings. Students apply critical thinking skills and evidence-based clinical decision-making competencies to formulate comprehensive differential diagnoses and develop management plans with outcome criteria for clients and their families. Students combine the advanced practice roles of clinician, educator, advocate, and leader to design and evaluate therapeutic interventions that utilize a variety of treatment modalities. Individual, family and community health needs are addressed utilizing a population focused framework.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2185 Primary Care of Families Across the Lifespan Practicum (3 Credits)***Typically offered Spring*

The leadership role of the family nurse practitioner (FNP) in the primary care setting is analyzed as a framework for managing the healthcare needs of individuals and families across the lifespan with complex health problems. Acute and chronic health care needs of individuals, families and communities are assessed, diagnosed, managed and evaluated using evidence-based best practices. Emphasis is placed on the leadership role of the FNP in providing ethical, culturally competent and collaborative health care, yielding quality and cost-effective outcomes.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 2188 Primary Care of the Frail Older Adult with Multiple Chronic Conditions (3 Credits)***Typically offered Fall and Summer terms*

This course will prepare nurse practitioners to provide patient-centered interprofessional primary care to frail older adults with multiple chronic conditions. This course integrates advanced practice nursing competencies with comprehensive assessment, diagnostic reasoning, and analysis of differential diagnoses in primary care and long term care. Students apply critical thinking and evidence based clinical decision making skills in collaboration with interprofessional team members to develop, implement, and evaluate management plans for older adults residing in the community and long term care settings with acute and chronic health problems. Patient advocacy; health promotion; disease prevention; and physical, functional, and mental health assessment and management are emphasized. Caseload management, interprofessional collaboration, community resources, and consideration of diverse populations, older adults, family, caregivers, and staff are addressed.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2189 Foundations of Teaching: Module 1 - Essentials of Teaching (1 Credit)**

This is the first module of the course Foundations of Teaching. It is designed for students, and beginning and experienced educators seeking theoretical knowledge and practical skill sets to be effective teachers in nursing. This module provides a broad overview of the fundamentals of teaching that explore a variety of learning theories and the neuroscience of learning as applied in teaching students in nursing. A panel will discuss the challenges and effective strategies in teaching a large class. Skills development include writing competency outcomes performance assessment (COPA), lesson planning, and teaching a difficult concept. An interactive lecture/discussion on best practices in simulation will be included.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2190 Foundations of Teaching: Module 2 – Curriculum Design and Introduction to Online Teaching (1 Credit)**

This is the second module of the course Foundations of Teaching. It is designed for students, and beginning and experienced educators seeking theoretical knowledge and practical skill sets to be effective teachers in nursing. This module focuses of this module is curriculum design and implementation. There will be interactive lecture on the types of curriculum and the basic principles of developing a course. A workshop on use of technology to enhance teaching will provide an introduction on designing online modules. Other skills development workshop will cover

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No

NURSE-GN 2191 Foundations of Teaching: Module 3 – Measurement and Evaluation (1 Credit)

This is the third module of the course Foundations of Teaching. It is designed for students, and beginning and experienced educators seeking theoretical knowledge and practical skill sets to be effective teachers in nursing. This module focuses on two major areas: measurement and evaluation. The section on teaching evaluation includes an in-depth discussion on both classroom and clinical/simulation evaluation. Skills development includes use of classroom assessment techniques, writing multiple-choice questions, item analysis, developing evaluation tools, clinical performance assessment and use of Objective Structured Clinical Examination (OSCE) in simulation evaluation. A workshop on giving and receiving feedback will be included creating a course syllabus and content mapping.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2192 Wellness in Nursing through the Lens of Lifestyle Medicine (3 Credits)

This course is designed to introduce students to concepts of wellness through the essential pillars of the growing field of Lifestyle Medicine. Lifestyle Medicine is an evidence based approach of helping individuals and families adopt and sustain healthy behaviors in preventing, treating and reversing disease by replacing unhealthy behaviors to optimize quality of life. Course content will focus on methodologies in the promotion on healthy lifestyle choices, stress management, optimal nutrition, sleep and physical activity. This is a discussion-based class with the expectation that students will discuss topics surrounding current events and its effects on health including in the context of health disparities. Wellness at the individual, community, and institutional levels will be highlighted including how infectious disease outbreaks expose practicing health care workers to a myriad of occupational, emotional, mental and physical stressors. Students will investigate literature on wellness, including the theory recovery and its application to clinical practice. Students will formulate opinions, discuss topics in small and large groups, engage in reflective writing weekly, and develop a Group Enrichment Project (GEP) on a chosen topic of interest. At the end of the course, students are encouraged to formulate opinions and strive to adapt lifestyle strategies that can be integrated into clinical practice to optimize both self-care and patient wellness. This course is open to graduate nursing students as an elective.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2231 Nursing Informatics: An Introduction (3 Credits)

Typically offered Fall, Spring, and Summer terms

This course focuses on the theoretical basis of nursing and health care informatics. The model of data, information, and knowledge is used to explore the basis of nursing informatics within health care. Nursing classifications and taxonomies and the computerized patient record (CPR) are introduced. Strategies are examined for dissemination, access, retrieval, and evaluation of information for professionals and consumers of health care, with an emphasis on reducing health care disparities.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2232 Assessment & Analysis of Clin/Nurs/Informatics (4 Credits)

Typically offered Fall and Spring

This course emphasizes principles of system analysis and information flow within an organization. Content emphasizes identification of organizational problems, establishment of user priorities, and the use of automated design to address patient care system requirements. Concepts of the longitudinal patient record, enterprise health care systems, and life cycle of systems are discussed within the structure of evolving and changing systems. Students are introduced to the concepts of project management, collaboration, system integration and data security, and regulatory issues.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2233 Database Design/Decision Support/Clin/Nurs/Systm (4 Credits)

Typically offered Fall and Spring

This course focuses on theoretical and application aspects of decision modeling in health care. Quantitative reasoning, including probabilistic reasoning, decision analysis, knowledge representation, and rule-based systems are presented. Clinical decision analysis incorporating patient preferences to support decision making are examined within the framework of the system architecture. Nursing and medical domain standards of information systems are identified.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2234 Implement/Mngmt & Eval Clinical/Nurs Systems (4 Credits)

Typically offered Fall, Spring, and Summer terms

This course focuses on the role of the nurse informaticist in the selection, implementation, management, and evaluation of nursing, clinical, and health care information systems. Strategies supporting system selection, change management, return on investment, value metrics, clinician buy-in, training, system security, monitoring, and evaluation criteria are presented reflective of a variety of clinical settings. The use of data in the provision of integrated information necessary for making critical business and or patient care delivery decision are also explored. In addition, regulatory and HIPAA standards and their impact on system implementation, management, and evaluation are also discussed.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 2235 Terminal Practicum:Nrsng Informatics Integration (6 Credits)

Typically offered Fall and Spring

This course is the final informatics experience for the nursing informatics curriculum. Within a clinical situation, the student completes a final project?approved by the course instructor?that demonstrates the advanced application of theoretical and practical aspects of nursing informatics. The leadership role of the nurse informaticist within the health care informatics framework is stressed. A weekly seminar, combined with the informatics practicum, promotes the integration of theory, knowledge, evidence-based informatics principles, collaboration issues, and legal and ethical issues for the nurse informaticist.

Grading: Grad Rory Meyers Pass/Fail

Repeatable for additional credit: No

NURSE-GN 2236 Consumers/Interact Hlth Care (3 Credits)*Typically offered Fall*

This course prepares nurses to employ a variety of interactive strategies and technologies to enhance health care delivery to consumers, with an emphasis on increasing access to underserved populations through reducing health disparities. Strategies for the successful deployment of technologies, as well as policy, research, funding, and reimbursement issues are explored. Consumer and computer interaction is emphasized and exemplified through specific computer applications.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2237 Pediatric Nurse Practitioner: Acute Care Nursing I (2 Credits)***Typically offered Spring*

This online course focuses on the assessment, diagnosis, and evidence-based management of children across the entire pediatric age spectrum, from birth to young adulthood, presenting with complex acute and critical illnesses and cared for by pediatric nurse practitioners in acute care settings. Students apply critical thinking and clinical decision-making competencies to formulate differential diagnoses and develop care management plans for pediatric populations and their families. A systems approach is emphasized for identification and management of emerging health crises and organ dysfunction for children who are physiologically unstable, technologically dependent, and/or highly vulnerable to complications. In Acute Care I, students will investigate six systems as well as pediatric oncology and principles of palliative care. Concepts include analysis of the continuum of care from disease prevention to critical care to restoration of maximum health and/or palliative care for children with acute and complex diseases and disorders. Concepts include cultural, legal, ethical issues, interprofessional practice, safe practice, basic principles of quality improvement, and leadership strategies within the acute care delivery system.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** Yes**NURSE-GN 2238 Pediatric Nurse Practitioner Acute Care I: Advanced Procedures (2 Credits)***Typically offered Spring*

This course offers students opportunities to learn advanced practice skills asynchronously, in a bi-weekly synchronous seminar with virtual simulations, and, during the course, in a 2.5-day immersion experience focusing on procedural skill development for the preparation of acute care pediatric nurse practitioners. This course accompanies the advanced practice Acute Care Pediatric Nursing I course. In the immersion experience, students will learn the principles of each technical skill, practice the skills using high tech mannequins and equipment in the Clinical Learning Simulation Center (CSLC), and then demonstrate competency in each of the assigned skills. This course will focus on the skills needed for six systems presented in Acute Care Pediatric Nursing I, as well as skills specific to pediatric oncology. Compassionate communication techniques while speaking with children and their parents before, during, and after procedures will be practiced by the students during each procedure performed in the CSLC.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** Yes**NURSE-GN 2239 Pediatric Nurse Practitioner: Acute Care Nursing II (2 Credits)***Typically offered Summer term*

This online course focuses on the assessment, diagnosis, and evidence based management of children across the entire pediatric age spectrum, from birth to young adulthood, presenting with complex acute and critical illnesses and cared for by pediatric nurse practitioners in acute care settings. Students apply critical thinking and clinical decision-making competencies to formulate differential diagnoses and develop care management plans for the pediatric population and their families. A systems approach is emphasized for identification and management of emerging health crises and organ dysfunction for children who are physiologically unstable, technologically dependent, and/or highly vulnerable to complications. In Acute Care II, students will investigate five systems as well as emergency management, toxicology, principles of sedation, and child maltreatment. Concepts include analysis of the continuum of care from disease prevention to critical care to restoration of maximum health and/or palliative care for children with acute and complex diseases and disorders. Concepts include cultural, legal, ethical issues, interprofessional practice, safe practice, basic principles of quality improvement, and leadership strategies within the acute delivery system.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** Yes**NURSE-GN 2240 Pediatric Nurse Practitioner Acute Care II: Advanced Procedures (2 Credits)***Typically offered Summer term*

This course focuses on procedural skill development for the preparation of acute care pediatric nurse practitioners and accompanies the advanced practice Acute Care Pediatric Nursing II course. Students will learn the principles of each technical skill, practice the skills using high tech mannequins and equipment in the Clinical Learning Simulation Center (CSLC), and demonstrate competency in each of the assigned skills by the end of the semester. This course will focus on the skills needed for five systems presented in Acute Care Pediatric Nursing I, as well as emergency management, toxicology, principles of sedation, and child maltreatment. Using compassionate communication techniques while speaking with children and their parents before, during and after procedures will be practiced by the students during each procedure performed in the CSLC.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** Yes

NURSE-GN 2241 Pediatric Nurse Practitioner Acute Care Practicum (1-3 Credits)*Typically offered Fall, Spring, and Summer terms*

This course focuses on comprehensive care management including the assessment, diagnosis, and evidence-based management of the entire spectrum of pediatric patients with complex acute and critical illnesses in acute care settings. Students apply critical thinking and clinical decision-making competencies and synthesize knowledge to develop and evaluate management plans for children with complex acute care health problems. Students combine advanced practice skills in health assessment, diagnosis, and evidence-based clinical decision making to develop treatment plans for pediatric patients with complex health care problems. In addition, students participate in the identification and management of emerging health crises and organ dysfunction for children who are physiologically unstable, technologically dependent, and/or highly vulnerable to complications. Students become a member of the interprofessional team in the care management of pediatric patients with medically complex health care problems. This course also emphasizes the leadership roles of the acute care pediatric nurse practitioners in the provision care for acutely ill pediatric patients. Students who have completed their clinical hours and all acute care coursework and are taking this course for the final time will complete a comprehensive exam at the end of this course in order to be eligible for graduation.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** Yes**NURSE-GN 2300 Independent Study (1-6 Credits)***Typically offered Fall, Spring, and Summer terms*

Independent Study

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** Yes**NURSE-GN 2303 Research in Nursing (3 Credits)***Typically offered Fall, Spring, and Summer terms*

This graduate research course is designed to develop the role of the advanced practice nurse, midwife, educator, administrator, or informatics specialist as a competent research consumer. An evidence-based practice paradigm is used to promote acquisition of information literacy and critical appraisal skills which, combined with clinical judgment and patient preferences, support evidence-based decision making.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2342 Capstone Seminar: The Integrative Review (1 Credit)***Typically offered Fall*

This course covers in depth the process of conducting and writing an integrative review through seminars and individualized student guidance. The course is team taught with the science librarian to provide the methodology for a comprehensive literature search of online databases. There will be opportunities for individual consultation with the faculty during the various steps of the process. The student will complete a scholarly integrative review that represents their crowning achievement for completing the master's program.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 2355 Nursing Administration Theory III (3 Credits)***Typically offered Spring*

The emphasis of this course is on examining, conducting, and evaluating competency-based and culturally competent nursing administrative practices in the management of human resources. Based on criteria from ANA Scope and Standards for Nurse Administrators, Code of Ethics, and national health care agency accreditation, the student uses relevant theoretical and evidence-based research to address issues related to the restructuring of the health care environment, hiring, employment, labor relations, employee assistance, and problems of harassment, discrimination, workplace violence, nursing staff turnover, and advocating for the well-being of nurses in multicultural and diverse health care settings.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2401 Herbs Nutraceuticals and Supplements(Hns) I (3 Credits)***Typically offered Fall*

This course will introduce nursing and other health professional students to the scientific, regulatory and practice issues related to herbs, students to the scientific, regulatory and practice issues related to herbs, nutraceuticals and supplements (HNS). The use of HNS and complementary and alternative medicine (CAM) is typically a self-initiated process rather than practitioner initiated, presenting unique challenges in terms of safety and regulatory issues to both consumers and practitioners. This course will provide students with the foundation to communicate and to advise patients in a culturally sensitive manner, on the appropriate use of HNS.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2420 Contemporary Clinical Nurse Research Practice Roles (3 Credits)**

The course is designed to enhance students' socialization into the role of graduate-level prepared clinical research nurse. It will assist students to integrate knowledge, skills, and strategies from previous courses to develop a clinical research nurse career. The role of the clinical research nurse as clinician, advocate, educator, collaborator and leader will be introduced with an emphasis on collaborative practice within clinical and research teams. Conducting research with culturally diverse and underserved individuals through effective communication, inter-professional collaboration, evidence-based practice, and ethical decision making will be discussed. The course will also provide content on basic research project management, including patient recruitment, retention, and financial aspects of project management.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2431 Introduction to Education Research (2 Credits)***Typically offered Fall and Spring*

This course builds on the knowledge and skills learned in nursing research and statistics courses to enhance the students' abilities to critically appraise research studies and interpret research findings. The students will examine the scientific study of education and the learning processes that include human attributes, interactions, organizations, and institutions that shape educational outcomes. The students will explore selected research methodologies used in education. The ethical and legal aspects of education and social research will be discussed. This course is a segue to the capstone seminar course on integrative review.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No

NURSE-GN 2432 Capstone Seminar: The Integrative Review (1 Credit)*Typically offered Fall and Spring*

This course covers in depth the process of conducting and writing an integrative review through seminars and individualized student guidance. The course is team taught with the science librarian to provide the methodology for a comprehensive literature search of online databases. There will be opportunities for individual consultation with the faculty during the various steps of the process. The student will complete a scholarly integrative review that represents their crowning achievement for completing the master's program.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 2600 Contemporary Issues in Sexual & Reproductive Health (3 Credits)**

The course introduces students to current issues, trends, and advancements in sexual and reproductive health within the United States. Through weekly lectures, readings and thought discussions, students will explore the social ecology of sexual and reproductive health within a developmental framework. Central to these discussions is a critical analysis of social, cultural, structural, and behavioral determinants in contributing to sexual and reproductive health disparities. Approaches to achieving sexual and reproductive equity particularly among special populations (i.e., adolescent and young adults, communities of color, LGBTQ communities) will be highlighted. Specific strategies that health care professionals (e.g., nurses, psychologists, social workers, public health workers) can implement in clinical practice to foster optimal sexual and reproductive will also be explored and evaluated.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** Yes**NURSE-GN 2999 Special Topics: (3 Credits)***Typically offered Fall and Summer terms*

Special Topics

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** Yes**NURSE-GN 3000 Independent Study (1-6 Credits)***Typically offered Fall, Spring, and Summer terms*

Independent Study

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** Yes**NURSE-GN 3313 Dissertation Proposal Seminar Nsg (3 Credits)***Typically offered Fall*

Prerequisites: N41.3350, N41.3351, N41.3352, N41.3343, and N41.3325.

This course is designed to provide guidance in the development of the PhD dissertation proposal. Emphasis is placed on understanding and defining the logical relations between elements in a proposal including the problem statement, conceptual/theoretical framework and research design and methodology. Teaching-learning strategies are designed to promote critical/analytical thinking and scholarly discourse.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 3325 Conceptual Approaches to Health Equity (3 Credits)***Typically offered Fall and Spring*

Understanding and addressing health disparities in all of their complexity and promoting health equity requires applying a multidimensional research lens with studies grounded in theoretical frameworks appropriate to addressing questions of health disparities, health (in)equity, health inequalities, and minority health. This course will provide participants with a combined overview of the levels and domains of influence associated with the social determinants of health that contribute to health outcome differences between groups. Case exemplars will be drawn from current designated health disparity populations by the United States' Office of Management and Budget—defined racial/ethnic minorities, socioeconomically disadvantaged populations, underserved rural populations, and sexual and gender minorities (which include lesbian, gay, bisexual, transgender, and gender-nonbinary or gender-nonconforming individuals). The role of the health and social care workforces in mitigating and perpetuating these disparities will also be reviewed. Participants will learn how to integrate concepts associated with the social determinants of health into their research designs and select appropriate theoretical frameworks to structure their studies. Skill development will focus on learning how to conduct multilevel research capable of producing studies that produce more complete research knowledge reflective of the cumulative or interactive effects of multiple determinants of health.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 3350 Philosophical & Theor Perspectives on Nursing (3 Credits)***Typically offered Fall*

This course will provide participants with the opportunity to examine the historical development of the philosophy of science as it relates to the evolution of the discipline of nursing and the development of nursing knowledge, including theory development, and its application to nursing research and practice. Structure, components, assumptions, limitations, methodologies, and types of reasoning will be evaluated with regard to the development of nursing knowledge. The multiple paradigms of nursing and their implication for nursing research will be discussed. The interrelationships among philosophy, ethics, theory development, research, and practice will be analyzed as they relate to the discipline of nursing.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 3351 Contemp Design & Meth I (3 Credits)***Typically offered Fall*

Students will examine and apply criteria used to develop and evaluate rigorous methodological designs. Current epistemological and methodological debates will be discussed. Both classic and alternative methodological approaches to answering research questions and generating evidence of significance to nursing science will be explored; the inherent strengths and limitations of various designs will be emphasized and analyzed. Design and sampling considerations for answering questions related to health disparities will be integrated throughout.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No

NURSE-GN 3352 Contemp Design & Meth II (3 Credits)*Typically offered Spring*

Students will continue their examination of methodological rigor in the research processes of measurement, instrument design, data collection and analysis. Students will also explore alternative research approaches, including mixed methods designs and secondary analysis. The strengths and limitations of various approaches to data collection will be examined. Strategies for enhancing rigor and minimizing measurement error will be discussed. Special attention will be paid to the development of culturally relevant and sensitive measures and procedures for data collection with diverse populations.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 3353 Synthesis of Evidence: Principles, Approaches, and Methods (3 Credits)***Typically offered Spring*

This course will provide students a foundation to conduct a critical synthesis appraisal of the state of the science in the student's area of research interest. Emphasis will include empirical literature across disciplines, with attention to variation in concept definitions. Students will gain skills in searching, critiquing, analyzing, synthesizing, and representing or re-conceptualizing a focused body of empirical literature to form a current state of substantive knowledge. The students will engage in peer review by presenting and critiquing a current body of knowledge in their area of research interest. This knowledge base will include exploration into concept analysis, integrative and systematic reviews, meta-analysis and meta-synthesis. The course outcome will be preparation of a plan for a focused integrative review that will be further developed for the candidacy paper.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 3357 Writing a Successful Research Grant (3 Credits)***Typically offered Spring*

The focus of this course is the development of a grant application for funding PhD study research support. The exemplar is development of a F31 Individual Pre-Doctoral National Research Service Award (NRSA) from the National Institutes of Health. Students not submitting an NRSA should select a grant mechanism appropriate for them.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 3358 Qualitative Methods for Health & Healthcare Research (3 Credits)***Typically offered Fall and Spring*

This course is designed to introduce graduate students to the principles of qualitative research. Topics will include the foundations interpretive inquiry and qualitative methodology. The course will cover research design, data collection, data analysis, critique criteria and ethical considerations specific to qualitative research, and informed consent. Exercises will permit group interaction and hands-on practice in research design. Faculty will provide first hand experiences of the development and implementation of their studies. Students will be expected to research methodological issues and design a qualitative study using a selected qualitative methodology.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 3360 NYU-X Lab Practicum: Health Technology Education and Innovation (0 Credits)**

This research laboratory practicum bridges traditional university silos through transdisciplinary collaboration and experiences on a variety of innovative projects in the NYU-X Lab. The NYU-X Lab allows open access to unique education and research opportunities. The student will join a transdisciplinary team and will work on innovative projects in the areas of health, technology, education, engineering, robotics, product design, policy, and entrepreneurship. Laboratory experiences will be guided by ongoing/available NYU-X projects and the unique learning needs, skills and interests of each student, such as programming, coding or assembly involved in projects (electronic fabrication, system integration, etc.).

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** Yes**NURSE-GN 3361 PhD Forum I (0.5 Credits)**

This course is designed to introduce PhD students to a diverse array of career paths, trajectories, and scientific programs of research across nursing and other disciplines as they pertain to health. This course aims to build knowledge, skills and strategies pertinent to developing an academic research career. Additionally, students will critique pedagogical methodology pertinent to teaching nursing courses.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 3362 PhD Forum II (0.5 Credits)**

This course is designed to introduce PhD students to a diverse array of career paths, trajectories, and scientific programs of research across nursing and other disciplines as they pertain to health. This course aims to build knowledge, skills and strategies pertinent to developing an academic research career.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 3363 PhD Forum III (1 Credit)**

This course is designed to enhance students' socialization into the roles of scholar and researcher and assist students to develop the knowledge, skills and strategies necessary to develop a research career in nursing.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 3364 PhD Forum IV (1 Credit)**

This course is designed to enhance students' socialization into the roles of scholar and researcher and assist students to develop the knowledge, skills and strategies necessary to develop a research career in nursing.

Grading: Grad Rory Meyers Pass/Fail**Repeatable for additional credit:** No**NURSE-GN 3365 Proseminar: Mixed Methods Research (3 Credits)**

This course will focus on mixed methods research techniques including mixed methods designs, developing mixed methods research questions, data collection, analyses focusing on data integration of qualitative and quantitative data, interpretation, and presentation of results. Skill building will center on sampling, collection and management of data; data integration techniques; data visualization, methodological rigor and reporting data including dissemination of findings. Students will complete a mixed methods "mini" proposal.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No

NURSE-GN 3366 Occupational and Environmental Health Nursing (OEHN) and Exposure Assessment (3 Credits)

This course is the first in the sequence of OEHN PhD/DNP core content that will explore historical and contemporary issues in occupational and environmental health, which affect the individual worker, the workforce, and management, including those of political, economic, social, and environmental nature. Students will explore concepts and analyze content relevant to OEHN through a series of lectures, seminars, and readings. Additional topics covered in the course include ethical and social issues relevant to occupational health and safety, financial implications, program evaluation, and prevalent health disorders due indirectly or directly to work, including acute and chronic illnesses and injuries.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 3400 PhD Advisement (1 Credit)

Typically offered Fall and Spring

Ongoing PhD advisement to maintain matriculation.

Grading: Grad Rory Meyers Pass/Fail

Repeatable for additional credit: Yes

NURSE-GN 3501 Biostatistics I (3 Credits)

Typically offered Fall

This course will prepare students with core knowledge of statistical analysis needed to critically evaluate scientific research presentations. Through the interpretation and comprehension of graphical and statistical techniques, scientific hypothesis will be answered. Statistical processing through the program SPSS will be integrated into the program and used in tandem with critical principles needed for effective statistical decision making.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 3502 Biostatistics II (3 Credits)

Typically offered Spring

This course is designed to further the knowledge base presented in Biostatistics I. There will be a concentration on more advanced methods of statistical analysis and research designs that are present in biological and medical applications of statistics. More complex statistical functions, such as regression, ANOVA and the Advanced Quantitative Methods sequence will be introduced as methods in analysis of scientific research.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 3800 DNP Project Continuation (1 Credit)

DNP Project Continuation

Grading: Grad Rory Meyers Pass/Fail

Repeatable for additional credit: No

NURSE-GN 3810 Innovations in Information Technology for Healthcare (3 Credits)

Typically offered Spring

The focus of this course is to introduce the doctorate level nurse to the role of informatics and healthcare technology in the present-day healthcare ecosystem. The course will cover the theoretical basis of nursing informatics, generating and using data, visualizing workflows, design, and reviewing the principles of project management. The course will afford students the skills to become competent information technology users and critical consumers of data. Students will learn how data accuracy enhances research, quality improvement, and patient insights. They will also acquire the skills to competently converse between information technology experts and clinical end-users to navigate the hierarchy of stakeholders when a technical change is requested in a healthcare setting.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 3813 Health Care Business, Economics, and Finance (3 Credits)

The course focuses on planning and financial decision-making as applied to healthcare organizations. Healthcare finance and economics are at the core of issues surrounding quality, healthcare delivery, and healthcare reform. It involves wisely balancing the need to manage and control costs while simultaneously investing in strategic opportunities. This course will allow students to discuss the major issues involved in finance, budgeting and strategic planning in today's dynamic healthcare environment. It is designed to help students understand the concepts of finance and financial management and focuses initially on the conceptual framework of basic accounting techniques such as the preparation of financial reports, budgeting, cost accounting and analysis of financial statements. The course is also designed to provide students with a working knowledge of concepts in financial management and strategies that will help students be prepared to plan, create, implement and monitor strategic initiatives within an organization. Finally, successful completion of this course will equip students with the tools necessary to effectively communicate with finance professionals.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 3814 Health Policy (3 Credits)

This course focuses on the integration of evidence into policy making and policy analysis in public and private sectors including and not limited to health care delivery settings and all levels of government. It includes an overview of the policy process using the US as the foundation, while addressing global implications of health policies for patients and populations. It spans U.S. health care reform efforts from the mid-1960s to today. Health policies will be discussed from the diverse perspectives of economics, politics, bioethics, social justice, and equity. Opportunities and challenges for nurses and other policy stakeholders, both individually and collectively, to use evidence in health policy will be emphasized. This course is required for DNP students at NYU Meyers. Other Meyers students and doctoral students in other master's or doctoral programs may enroll with permission of one of the instructors.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: No

NURSE-GN 3815 Leadership and Org Sys Mgt for Quality Care (3 Credits)*Typically offered Fall and Spring*

The purpose of this course is to provide participants with a broad foundation of theories and frameworks from management, social science and nursing administration to promote the effective management of health care organizations. The course will teach participants' how to diagnose and analyze common organizational problems and to determine the managerial skills needed to address common problems that health care organizations face. The focus of this course is on how to improve both the technical and service quality of patient care services within complex professional organizations. Particular attention will be paid to the advanced practice nurse/Doctor of Nursing Practice role in designing and leading change initiatives to promote clinical practice excellence and organizational performance.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 3816 Clinical Applied Epidemiology (3 Credits)**

The purpose of this course is to provide learners with a broad foundation of epidemiological concepts, methods, tools and skills needed by leaders who work in a range of health care settings (hospital, clinical, ambulatory care center or community et al). Taking this course will focus on the importance of using quality data and statistical analysis to drive decision-making. Public health surveillance, field investigations, surveys, sampling, and health system decision making from a population health perspective will be discussed. Students will acquire the knowledge and skills needed to engage in expert planning, monitoring, evaluation and management of high-quality health service delivery by applying epidemiological principles to effect positive health outcomes for populations.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 3818 Genetics and Genomics for Healthcare (3 Credits)***Typically offered Fall and Spring*

This course will focus on the application of principles of genetics and genomics for health care through interdisciplinary perspectives. Content will focus on the genetic and genomic contributions to common and complex disorders. New ways of thinking about health and disease in relation to genetics will be discussed. The impact of genetics and genomics on health promotion, disease prevention, and responsibilities of advanced practice nurses in clinical and research settings will be discussed. Students will be encouraged to critically examine the ethical, social, legal, political, and professional implications of genomics in health care.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 3819 Integrative Application of Evidence-Based Practice I (3 Credits)***Typically offered Fall and Spring*

This graduate research course is designed to develop the role of nurse practitioners and nurse-midwives as competent research consumers. An evidence-based practice paradigm is used to promote acquisition of information literacy and critical appraisal skills that—combined with consideration of legal-ethical issues, clinical judgment, and patient preferences— support evidence-based decision making and development of professional writing competencies. This course is a technology-enhanced blended format, which meets the 45-hour requirement for a 3-credit course. Teaching methods include: face-to-face remote didactic instruction, online assignments, instructor led discussion board forum, group projects and faculty advisement.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 3820 Int. App. of Evidence Based Practice II (3 Credits)***Typically offered Summer term*

This course builds on the foundational principles of evidence-based practice to enhance understanding and practice of evidence-based nursing at an advanced level. Students will develop and refine competencies and skills in critical appraisal, interpretation of evidence-based statistics, and analysis of research methodologies. The student's enhanced understanding and proficiency in critical appraisal will guide their approach in evidence-based diagnostic reasoning and decision-making for translation and application to practice. The provision of high quality, evidence based nursing care will require students to incorporate clinical expertise, and patient values in conjunction with the best available evidence. Communicating findings to stakeholders will be an important component of the evidence-based process.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 3825 Improving Health Outcomes Through Quality (3 Credits)***Typically offered Fall*

This course introduces the main principles, approaches, and tools for quality and safety management within healthcare settings. The major levers, indicators, initiatives, and priorities for healthcare quality and safety improvement will be analyzed. The students collaborate with established community partners to lead interprofessional teams in developing implementation and evaluation methods for evidence-based clinical quality and safety improvement initiatives identified in the prerequisite courses. Special focus will be placed on application of the Clinical Microsystems Approach and Centers for Disease Control program planning and evaluation concepts and tools.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No

NURSE-GN 3826 Evidence Based Quality Improvement in Healthcare Using a Lean Six Sigma Framework (3 Credits)

This course provides an introduction to quality improvement in healthcare focusing on the use of Lean Six Sigma methods, tools, and techniques to drive quality and enhance safety in the practice environment. The importance of using research evidence as an essential component in the improvement process is explored. The impact of organizational system culture is analyzed using various conceptual frameworks. Strategies for overcoming resistance to healthcare transformation initiatives are examined to empower the learner with skills for engaging and leading change management to obtain sustainable outcomes. Students will identify a practice based quality or safety issue to apply principles taught throughout the course and will create a roadmap to facilitate the process of improvement including strategies to engage key stakeholders, identify evidence based solutions, and utilize meaningful data to measure progress toward expected outcomes.

Grading: Grad Rory Meyers Graded

Repeatable for additional credit: Yes

NURSE-GN 3830 DNP Project Seminar I: Proposal Defense and Implementation (3 Credits)

Typically offered Spring and January terms

This course is designed to assist Doctor of Nursing Practice (DNP) students to synthesize, integrate, and apply the knowledge, skills, and strategies necessary to successfully implement a proposal for an evidence-based practice improvement project. Content foci will be on methods of project data collection and analysis and writing for publication. Students will also be required to examine their own experiences as DNP students through self-reflection. Field work is required.

Grading: Grad Rory Meyers Pass/Fail

Repeatable for additional credit: No

NURSE-GN 3832 DNP Project Seminar II: Project Completion (3 Credits)

Typically offered Summer term

This course is designed to facilitate Doctor of Nursing Practice students to develop skills necessary to analyze, interpret and report the outcomes from their evidence-based improvement project. Seminar discussions will focus on team project issues as well as professional nursing topics, interprofessional and intraprofessional healthcare issues, and leading policy change. Students will lead interprofessional teams in practice improvement. Students will also be required to evaluate their experiences as they transition from the student role to doctorally prepared advanced practice nurse. Students will complete required field work hours.

Grading: Grad Rory Meyers Pass/Fail

Repeatable for additional credit: No