

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

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 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 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 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 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 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 Apn:Children and Adolescents 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 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 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 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 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 I (3 Credits)***Typically offered Spring*

Establishing the foundation for competency-based nursing education, this course examines past, current, and future issues and research that impact the implementation of associate's, baccalaureate, and master's degree nursing programs, including the role of the nurse educator in academic and health care settings. Topics include theory and research related to the following aspects of nursing curricula: creating caring, culturally sensitive teaching/learning environments; principles of adult teaching/learning; problem-based learning; cultural competency; diverse and interdisciplinary learning needs of nursing students; classroom and clinical assessment techniques; information technology resources; distance education; finance; and accreditation process. Practicum experiences expose students to the administrative and scholarship role of the nurse educator, as well as student and faculty teaching issues.

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

NURSE-GN 2172 Nurs Educ II Theory: Curr Develop Implement (3 Credits)*Typically offered Fall*

Fundamental principles for developing and implementing competency-based and culturally competent nursing curriculum for associate?s, baccalaureate, and master?s degree programs and staff development departments of health care settings are examined. Students use Lenburg?s competency performance assessment (COPA) model and Purnell?s model for cultural competency to develop basic components of nursing curriculum that address vulnerable and medically underserved populations. Nurse educators? use of classroom assessment techniques, problem based learning, and technology strategies that create caring learning environments in the classroom, and clinical settings are discussed.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2173 Nurs Educ II Practicum Curr Develop/Implement (3 Credits)***Typically offered Fall*

Students implement developed lesson plans for the practicum site?s curriculum courses in classroom, college laboratory, and clinical teaching settings and assist preceptor teacher in other elements of curriculum implementation related to identified learners of accredited associate?s, baccalaureate, or master?s degree nursing programs and/or nursing staff development programs of health care settings. In the seminar, students discuss the practicum site?s curriculum in relation to the nurse-educator role, focusing on how it addresses vulnerable and medically underserved populations, use of classroom assessment techniques, and problem-based learning strategies and the role of teaching for the nurse educator in academia and/or in a health care agency.

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

The emphasis of this course is on evaluating competency-based and culturally competent nursing curriculum based on national accreditation and professional organization criteria for associate?s, baccalaureate, and master?s degree nursing programs and nursing staff development programs of health care settings. Lenburg?s competency performance assessment (COPA) model and Purnell?s model for cultural competency areThe emphasis of this course is on evaluating competency-based and culturally competent nursing curriculum based on national accreditation and professional organization criteria for associate?s, baccalaureate, and master?s degree nursing programs and nursing staff development programs of health care settings. Lenburg?s competency performance assessment (COPA) model and Purnell?s model for cultural competency are evaluated for usefulness in addressing components of nursing curriculum that focus on vulnerable and medically underserved populations.

Grading: Grad Rory Meyers Graded**Repeatable for additional credit:** No**NURSE-GN 2175 Nursing Education III Practicum (3 Credits)***Typically offered Spring*

In this final practicum course, students conduct all aspects of the nurse-educator role for academic and/or health care agency settings. The emphasis is on evaluating nursing curriculum based on the criteria of national educational and health care agency accreditation, standards of professional nursing educational organizations, and the expected legal registered nurse practice competencies that meet the health care needs of society, especially those of vulnerable and medically underserved populations.

Grading: Grad Rory Meyers Pass/Fail**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 2231 Nursing Informatics: 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 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 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 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 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 Perspetvs or 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*

This course will vary from semester to semester depending on student and faculty interest. The course will focus on one area of nursing research. Topics may include: secondary data analysis; current controversies in data analysis; measures used in nursing research; conducting hospital based research.

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 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 3812 Academic and Professional Writing for Nurses: (3 Credits)

In this graduate elective, students will engage in close reading and reflective writing to strengthen their powers of observation, description, and expression. Students will complete and share weekly writing assignments and in-class writing exercises; all are designed to enable students to produce a publishable narrative essay—modeled on the Narrative Matters column in *Health Affairs*—on a personally meaningful topic related to nursing and/or health care. Students will also complete a variety of writing exercises designed to strengthen critical thinking and the ability to synthesize the findings of a variety of research studies in a literature review. Students will read model scholarly and literary texts and explore the evidence on the use of expressive writing to enhance physical and emotional health, manage stress, and prevent burnout. The skills gained in this class will strengthen students' academic, professional, and personal writing and help them become more confident communicators and more effective members of interdisciplinary health care teams.

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 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