

NURSING (NURS)

NURS 0020 Pre-First Year Program in WRIT/NURSCI/LABS

This course uses an interdisciplinary approach to study diabetes mellitus. The basics of general, biological and nutritional chemistry as well as the physiology necessary for an understanding of the metabolic basis of diabetes mellitus will be covered. The course includes lectures, anatomy and nursing physical assessment laboratory activities, and application of knowledge via case study discussion. The course is designed to provide an introduction to the Nursing curriculum and related skills using the disease diabetes mellitus as its framework. In addition to classroom lectures, an introduction to physical assessment and nursing interventions for patients with diabetes, anatomy laboratory activities, and exposure to nursing research are provided. The course will stress active student learning.

0-1 Course Unit

NURS 0061 Biologically-Based Chemistry

A contextual approach will be used in studying the concepts in General, Organic and Biological Chemistry that are foundational to an understanding of normal cellular processes. Topics that will be covered include measurements, atomic structure, bonding, chemical reactions, properties of gases and liquids, solutions, equilibrium, acids and bases, pH, buffers, nuclear chemistry, nomenclature and properties of the main organic functional groups, and the structures and function of carbohydrates, proteins and lipids.

Fall

.5 Course Units

NURS 0065 Fundamentals of Nutrition

Essentials of normal nutrition and their relationships to the health of individuals and families. These concepts serve as a basis for the development of an understanding of the therapeutic application of dietary principles and the nurse's role and responsibility in this facet of patient care. Prerequisite: Equivalent Science Sequence Course if course prerequisites not met

Spring

Prerequisite: NURS 0061 OR NURS 0068

1 Course Unit

NURS 0068 Integrated Cell Biology and Microbiology with Recitation

Through didactic and recitation interactive learning, students will explore the major topics of cell biology and microbiology that are foundational for an understanding of normal and pathological cellular processes. Topics will include the brief study of prokaryotic and eukaryotic cell structures and functions; the main biological molecules; membrane transport; cellular communications; the flow of genetic information; cell division; and cellular metabolism. The course will also examine the role of cells and microbes in human health and infectious diseases. It will include a description of the main types of microbes, how they are identified, their growth requirements, and the role of the immune system in controlling infections, the control of microbes, host-microbe interactions. The context of the recitation sessions allow students to apply knowledge of cell biology and microbiology for understanding of advanced processes like the cellular basis of cancer and infectious human infection diseases. This course will include special sessions from a clinical perspective in the various fields of medicine, microbiology, and immunology.

Fall

1 Course Unit

NURS 1010 The Nature of Nursing Practice

This course facilitates students' ability to conceptualize the experiences of individuals, families, communities, and populations living with health and illness. It emphasizes the integration of knowledge from other disciplines and of nursing science as the basis for practice. The course introduces the four core themes of the undergraduate nursing program: engagement, inquiry, judgment, and voice and examines how the themes are used to characterize the nature of nursing practice.

Fall

.5 Course Units

NURS 1020 Situating the Practice of Nursing

This course emphasizes not only how nursing is practiced, but also where it is practiced. The course further explores the four core themes of engagement, inquiry, judgment, and voice as it provides guided observational experiences in a wide variety of settings. These experiences help the student to discover what is not known and what is subsequently necessary to know. These experiences also explore the place of the natural and social sciences and the arts and humanities in nursing practice. This course also will highlight the relationships between and among members of the interprofessional team and families and patients. NURS 102 fosters development of the professional role and sets the stage for life-long learning.

Spring

Prerequisite: NURS 1010

.5 Course Units

NURS 1030 Psychological and Social Diversity in Health and Wellness

This course explores and integrates the intersection of psychological, cognitive, and social development with the lived experiences of individuals, families, and communities across the lifespan in order to conduct socially contextualized health assessments and health teaching. Extant theories will be critically analyzed and examined with respect to issues of health care access, health history, health promotion, and issues of equity and diversity from a life-course perspective. This knowledge will be synthesized and integrated with the development of the student's communication skills and interviewing processes necessary to develop socially attuned health history and teaching that promote psychological well being and healthy lifestyles. Simulated and observational experiences provide students with opportunities to acquire and apply knowledge necessary for conducting a comprehensive health history of an individual situated within a diverse community. They also provide opportunities to develop prioritized health teaching plans in partnership with that individual.

Fall

Prerequisite: NURS 1010 AND NURS 1020

1 Course Unit

NURS 1120 Nutrition: Science & Applications

An overview of the scientific foundations of nutrition. The focus is on the functions, food sources and metabolism of carbohydrate, fat, protein, vitamins and minerals. Effects of deficiency and excess are discussed and dietary recommendations for disease prevention are emphasized. Current issues and controversies are highlighted. Students will analyze their own dietary intakes and develop plans for future actions. Prerequisite: For Non-nursing Students

Fall or Spring

1 Course Unit

NURS 1310 Human Anatomy and Physiology - Part A

The structural and functional organization of the human organism is presented, along with the fundamentals of developmental anatomy and embryology. Histologic and gross anatomical features of selected organ systems are related to the physiologic and biochemical mechanisms which enable the human body to maintain homeostasis in an ever-changing environment. Prerequisite: Equivalent College Level Chemistry and Biology if course prerequisites not met

Spring

Prerequisite: NURS 0061 OR NURS 0068 OR CHEM 1011 OR BIOL 1101
1.5 Course Unit

NURS 1320 Human Anatomy and Physiology - Part B

The structural and functional organization of the human organism is presented, along with the fundamentals of developmental anatomy and embryology. Histologic and gross anatomical features of each organ system are related to the physiologic and biochemical mechanisms which enable the human body to maintain homeostasis in an ever-changing environment. Basic concepts of pathophysiology are introduced and applied to certain clinical disorders.

Fall

1.5 Course Unit

NURS 1590 Pathways to Practice

This course builds on the accelerated student's background and experience and uses them as building blocks to garner the intellectual capital needed to integrate his/her identity as a professional nurse. The course links the Penn Compact 2020 to the four core themes of Penn's BSN nursing program: engagement, inquiry, judgment, and voice. It introduces phenomena of concern to nursing, contextualizes societal meanings of nursing practice and health care delivery across time and place, and stresses the importance of nursing science as the basis for practice. Emphasis is placed on debate, critical analysis, and constructing a logical and lucid verbal and written argument regarding issues related to professional nursing practice and health care delivery.

1 Course Unit

NURS 1600 Physical Assessment

This is a laboratory course designed to help beginning nursing students to develop competence in the process of physical assessment. Students engage in actual practice of physical assessment with fellow students as their 'patient' subject. A blending of instructor demonstration and supervision of physical examination practice sessions is used in the learning laboratory setting. Students prepare via self-learning activities with a variety of supplied resources (readings, videotapes, computer programs) and have the opportunity to refine their skill through faculty-supervised practice sessions. Procedural skills that correlate with the presentations of physiologic system assessment are included.

Prerequisite: For students in Accelerated BSN Nursing Program Only
Summer Term

1 Course Unit

NURS 1630 Integrated Anatomy, Physiology, and Physical Assessment I

This is the first part of a two-semester course designed to provide a comprehensive study of the structure and function of the human body along with essential embryology and maturational physiology. Histological and gross anatomical features of selected organ systems are related to the physiologic and biochemical mechanisms that enable the human body to maintain homeostasis. Within each system, deviations from normal are considered to situate the student's understanding of health problems and to foster an appreciation for the complexity of the human organism. Integrated into each topic are the correlated physical assessment parameters and related procedural skills. Laboratories exercises and case study analysis provide a contextual base to acquire and use domain-specific knowledge of concern to the practice of nursing. Prerequisite: Equivalent Science Sequence Course if course prerequisites not met.

Spring

Prerequisite: NURS 0061

2 Course Units

NURS 1640 Integrated Human Anatomy, Physiology & Physical Assessment II

This is the second part of a two semester course designed to provide a comprehensive study of the structure and function of the human body along with essential embryology and maturational physiology. Histological and gross anatomical features of selected organ systems are related to the physiologic and biochemical mechanisms that enable the human body to maintain homeostasis. Within each system, deviations from normal are considered to situate the student's understanding of health problems and to foster an appreciation for the complexity of the human organism. Integrated laboratories and case studies provide a contextual base to acquire and use domain-specific knowledge that includes physical assessment, and procedural.

Fall

Prerequisite: NURS 1630

2 Course Units

NURS 1650 Integrated Pathophysiology, Pharmacology, and Therapeutics

Pathophysiologic concepts and processes are introduced with major emphasis on commonly occurring acute and chronic illnesses and their therapeutic interventions. Major classes of drugs that are used to support organ function are explored. The physiological and pathophysiological rationale for each drug indication, mechanisms of drug action, individualized dosing implications, and adverse drug events will be explored for prototypical agents used in the selected cases. The course will enhance the student's comprehension of the scientific complexity of therapeutic interventions in various conditions and will build upon the foundational sciences. Additionally the course will provide the student with sufficient scientific knowledge and skills to prepare administer and monitor drugs and therapies in a safe and effective manner.

Spring

Prerequisite: NURS 1640

2 Course Units

NURS 2150 Nursing of Women and Infants

This course emphasizes the child-bearing cycle, and the related issues of maternal and infant mortality and morbidity. It also explores women and infant's health care and health promotion needs across the lifespan. It provides a global perspective, and uses the United Nations' Pillars of Safe Motherhood and World Health Organization's Millennium Development Goals as the vehicles to enable students to understand the interrelationships among issues of health and health promotion; social, economic, political and environmental contexts; and the care of women across the lifespan. Clinical experiences provide opportunities for students to understand the connections between the local and the global; to use their developing knowledge base to affect the health of women and their infants. Students will have opportunities for hospital-based care of child-bearing women and their infants. In addition, community-based experiences with individual women and with groups of women across the life cycle will be provided in order to enhance teaching, interviewing and assessment skills.

Spring

Prerequisite: NURS 1010 AND NURS 1020 AND NURS 1030 AND NURS 1600 AND NURS 1640

1.5 Course Unit

NURS 2250 Pediatric Nursing

This course considers how nursing influences the health and healing capacities of infants, children, adolescents and their families. It focuses on the knowledge and skill acquisition needed to care for these patients at particular moments, across the continuum of care, and through transitions in an illness experience. It addresses pediatric nursing phenomena of concern and major final common pathways of pediatric illness from infancy through adolescence using a developmental and systems approach. Emphasis is placed on family-centered care through transitions in the illness and recovery phases. The course emphasizes clinical reasoning; family centered strategies for optimizing health and maintaining individuality; promoting optimal developmental, physiological, and psychological functioning; and enhancing strengths within the context of family. Clinical experiences at various children's hospitals and simulation experiences provide sufficient opportunities for clinical reasoning, clinical care and knowledge integration. Additional

Prerequisite: Clinical 12 hours weekly and 2 hours Simulated Laboratory Weekly

Fall or Spring

Prerequisite: NURS 1650 AND NURS 2150

1.5 Course Unit

NURS 2300 Statistics for Research and Measurement

This course examines statistical methods used by scientists in the analysis of research data. The fundamental theorem for this course is the "square root law" (central limit theorem). Students become literate in statistical terminology and symbols and knowledgeable of assumptions for statistical tests. Fundamental statistics include basic theorems and principles, sample, population and data distributions, measures of central tendency, correlational techniques, and commonly used parametric and nonparametric statistical tests. Parameters for inferential and descriptive statistics are examined as the basis for explaining the results from research studies. Students apply chance models in estimating confidence intervals of percentages and means, and in hypothesis testing. This content is taught in the context of nursing research and measurement of nursing phenomena. Examination of research publications enable students to apply their knowledge to reading and understanding data analyses used in studies. Students evaluate tables and graphs as ways to summarize research findings. Course content prepares students to examine statistical and clinical significance of research findings.

Fall

1 Course Unit

NURS 2350 Psychiatric, Behavioral, and Mental Health Nursing

This course examines the influence of psychological, emotional, cognitive and social development of individuals and groups across the lifespan. Students combine this foundational knowledge with their developing understanding of social determinants of health. This course will help students learn to identify and assess individual, family and group level needs for those persons at risk for or experiencing behavioral or psychiatric/mental health challenges using evidence-based interventions applicable across the continuum of care. Emphasis is placed on the role of the professional nurse in assuring the delivery of equitable behavioral and psychiatric/mental health nursing care. The course addresses nursing phenomena of concern related the meanings of a behavioral or mental mental health illness and the development of healing relationships with individuals, families, and groups. In addition, the student will learn essential advanced communication strategies, including exposure to skills necessary for motivational interviewing, essential to engage individual and families in mental health promotion and treatment. This course provides the tools to enable students to construct effective interventions groups with patients, collaborate with disciplinary and inter-professional colleagues, and understand the healing dimensions of environments. Clinical and simulation experiences are designed to provide sufficient opportunities for clinical reasoning, clinical care, and clinically situated knowledge integration.

Fall

Prerequisite: NURS 1650

1.5 Course Unit

NURS 2450 Nursing of Young and Middle Aged Adults

This course considers how nursing influences the health and healing capacities of young and middle aged adults who experience functional status impairments as a result of serious illness or injury. It focuses on the knowledge and skill acquisition needed to care for these patients at particular moments, across the continuum of care, and through transitions in an illness experience. It addresses nursing phenomena of concern, including risk factors for illness or injury, strategies to overcome barriers and support personal health resources, alleviate suffering and reduce the impact of illness or injury on the functioning of the person. Content and clinical experiences integrate developmental and role issues; policy, cultural and ethical considerations. Clinical experiences in acute care hospital units and simulation experiences provide opportunities for clinical reasoning, clinical care, and knowledge integration. Additional Prerequisite: Clinical 12 hours weekly and 2 hours Simulated Laboratory Weekly

Fall or Spring

Prerequisite: NURS 1650 AND NURS 2150

1.5 Course Unit

NURS 2550 Nursing of Older Adults

This course considers how nursing influences the health and healing capacities of older adults. It focuses on the knowledge and skill acquisition needed to care for these patients at particular moments, across the continuum of care, and through transitions in an illness experience. It addresses nursing phenomena of concern including the unique set of principles and body of knowledge and skills necessary to the practice of nursing with older adults. Students are provided with the theoretical background necessary to understand health system issues affecting older adults. Students will attain the knowledge necessary to complete a comprehensive assessment of the older adult's physical, functional, psychosocial, and cognitive capacities. Common problems associated with cardiovascular, respiratory, neurological, musculoskeletal, sensory, and genitourinary systems that affect older adults will be discussed. In addition, principles of continuity of care, rehabilitation, nutritional and pharmacodynamic changes, cultural diversity and ethics will be integrated throughout the course. Clinical experiences in acute care hospitals and simulation experiences provide sufficient opportunities for clinical reasoning, clinical care, and knowledge integration. Special emphasis is placed on transitional care for older adults across the health care continuum. Additional Prerequisite: Clinical 12 hours weekly and 2 hours Simulated Laboratory Weekly

Fall or Spring

Prerequisite: NURS 1650 AND NURS 2150

1.5 Course Unit

NURS 2980 Study Abroad Experience

Guided independent studies, 2980, are available in Mexico, France, and Ghana. See <https://www.nursing.upenn.edu/our-expertise/global-health/student-opportunities/short-term/> for details.

Summer Term

0-1 Course Unit

NURS 2990 Independent Study in Nursing

An opportunity to develop and implement an individual plan of study under faculty guidance. Additional Prerequisite: Permission of Instructor

Fall or Spring

0.5-2 Course Units

NURS 3030 Contemporary Issues in Human Sexuality and Health

Course content emphasizes theories of sexual development and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual issues are explored.

Spring

Mutually Exclusive: NURS 5030

1 Course Unit

NURS 3040 Human Caring, Therapeutic Relationships, and Psychedelic-Assisted Therapy (PAT)

In this elective course, psychedelic-assisted therapy (PAT) through the lens of caring, including Jean Watson's Theory of Human Caring, the use of psychedelic-assisted therapy is placed in theoretical, philosophical, ethical, and legal contexts. Consideration of this emerging domain of care for health, function, and wellbeing is considered in a small group seminar and in conjunction with leading guest experts. Students who plan to be nurses, physicians, psychotherapists, and other health professionals join in an interdisciplinary analysis of current developments in science and care. Understandings of compassion, empathy, and relational caring are employed to explore what creates safe, effective, equitable, and inclusive care to support health, function, and wellbeing.

Fall

Mutually Exclusive: NURS 5702

1 Course Unit

NURS 3050 Narrative Matters in Health and Illness Experiences

This course emphasizes the uses of narrative and memoir to consider major themes and events related to the experience of health and illness in the United States as well as the carative role, as either family member or health professional and crafting policy.

Spring

1 Course Unit

NURS 3060 Opioids: From Receptors to Epidemics

This survey course reviews the neuropharmacology of opioids including central and peripheral sites of opioid actions. Opioid receptor pharmacology as well as cellular and molecular neuroadaptations to opioids are discussed in relation to addiction, physical dependence, tolerance, hyperalgesia and withdrawal. Genetic and pharmacogenomic effects on variation of opioid response are also presented. Opioid addiction and the actions of opioids on pain systems are reviewed with an emphasis on their pre-clinical and clinical expression. The effects of regulatory, pharmaceutical and criminal justice forces on opioid prescription in the US are considered vis-a-vis pain management and opioid addiction. Finally, the causes and consequences of the of the current "opioid epidemic" are reviewed, as well as federal, healthcare and community efforts to address it. Prerequisite: Permission of instructors.

For BSNs: NURS 165

Spring

Mutually Exclusive: NURS 5060

Prerequisite: NURS 1650 OR BIOL 1101 OR BIOL 1121

1 Course Unit

NURS 3120 Nutritional Aspects of Disease

This course provides an advanced understanding of the role of nutrition in integrated biological systems. Students will develop a rigorous comprehension of major clinical disorders, including the underlying pathophysiology and conditions that are affected by nutrition and how optimization of nutritional variables may modulate these processes. A critical overview of the role of nutrition in disease prevention, management and treatment, and in health maintenance will be emphasized throughout the course.

Spring

Mutually Exclusive: NURS 5120

Prerequisite: NURS 0065 OR NURS 1120

1 Course Unit

NURS 3130 Obesity and Society

This course will examine obesity from scientific, cultural, psychological, and economic perspectives. The complex matrix of factors that contribute to obesity and established treatment options will be explored.

Fall

Mutually Exclusive: NURS 5130, NURS 6760

1 Course Unit

NURS 3150 Sociocultural Influences on Health

This course is intended for students interested in U.S./Global Healthcare. It includes lectures, discussions, readings, and written assignments focused on various social, cultural, and economic factors that impact the health and illness perceptions and behaviors of various ethnic and minority groups. In particular, it focuses on how culture affects health and disease, and how health and disease affect culture. This course takes a critical approach to knowledge development by scrutinizing values, theories, assumptions, and practices cross culturally. It relies upon a range of interdisciplinary approaches to analyze how disease is diagnosed, treated, and experienced differently in various cultural contexts. At the same time, students will have the opportunity to examine and critique cultural assumptions and theories, the shifting nature of cultures, the situational use of cultural traditions, and the ethnocentrism of contemporary Western health care. Special attention is given to the influence of race, class, gender, religious, and spiritual ideas about health and illness.

Spring

Mutually Exclusive: NURS 5150

1 Course Unit

NURS 3160 Social Determinants of Global Food Insecurity

A detailed consideration of the nature, consequences, and causes of hunger and undernutrition internationally. Approaches are explored to bringing about change, and to formulating and implementing policies and programs at international, national, and local levels, designed to alleviate hunger and under-nutrition.

Spring

Mutually Exclusive: NURS 5160

1 Course Unit

NURS 3200 Designing to Care: Improving Health and Wellness (SNF Padeia Program Course)

Designing to Care is informed by ideas and skills from across the disciplines of design, nursing, and health research. As an interdisciplinary and project-based course, it actively examines the connection between the design of healthcare, how we communicate health strategies, and the impact of both on individual, institutional, and community wellbeing. Through this course, students are exposed to the content (evidence, research, and misconceptions) and the context (people, places, and systems) that impact health as we generate compelling human-centered design and science-based strategies that can impact the lives of those who live within and beyond our local Philadelphia community. It culminates in the ideation, development, and realization of a collaborative project that strategically communicates, educates, or otherwise works to improve health at the individual, institutional, or community level. The course includes direct, project engagement and guest lectures from healthcare, design, communication, and health research professionals. It incorporates targeted skill building and software training, individual and group activities, class conversations and critiques, and community engagement. From this foundation, the goal is to create real, implementable, and innovative solutions to health and healthcare challenges that embody design in action.

1 Course Unit

NURS 3240 Children's Health in the United States, 1800-2000

This course explores the impact of historical ideas, events, and actors pertaining to the history of children's health care in the United States. Emphasis is placed on tracing the origins and evolution of issues that have salience for twenty-first century children's health care policy and the delivery of care. Prerequisite: For Benjamin Franklin Scholars & Nursing Honors Students This course satisfies the History & Traditions Sector for Nursing Class of 2012 and Beyond.

Fall

Also Offered As: GSWS 3240

1 Course Unit

NURS 3270 Foundations of Global Health

This interdisciplinary course covers fundamental concepts of global and population health. Epidemiology and methodology, historical and contemporary contexts, physical (water, air, climate change, and food/nutrition) and social (health inequities, sex/reproduction, injury/violence) determinants of health, and interventions for health improvement are addressed. Health problems such as infectious and chronic diseases cannot be understood apart from history, economics, environment, and inequalities - they are not simply medical issues. Global Health refers not only to the health problems of "others" living in far corners of the world (low- and middle-income countries), but also to our own health problems as citizens of a very rich, but very unequal and multicultural nation. The aim of the course is to help students become more informed and active global citizens. Learning methods include faculty presentations, student presentations, and small group discussions. Although this course has a health focus, it is aimed at all students interested in global issues.

Fall

Mutually Exclusive: NURS 5270

1 Course Unit

NURS 3300 Theoretical Foundations of Health Care Ethics

The theoretical foundations of health care ethics including definitions of ethics, history of bioethics and nursing ethics, and the influence of religion, psychology of moral development and philosophy in the development of ethical theory. Nursing code of ethics, changing ideas in ethics, and discussion of the developing profession of nursing are included.

Fall or Spring

1 Course Unit

NURS 3340 Public Policy and the Nation's Health

This course examines health care and social policy from domestic and international perspectives. It is designed to engage undergraduate students in critical thinking about health policy issues as they affect our health care, employment, taxes, and social investments. The current national debate on health care reform is used as a frame of reference for examining the strengths and weaknesses of health care services in the U.S. from the perspectives of patients/families, health professionals, health services providers, insurers, employers, and public policy makers, and the pros and cons of a range of prescriptions for system improvement from across the political spectrum. About a third of the course focuses more specifically on global public health challenges and the policy strategies for reducing health disparities worldwide. Please note, the online version of this course has a synchronous component (live online class sessions). The day/time will be listed in the course register.

Spring

Mutually Exclusive: NURS 5400

1 Course Unit

NURS 3420 Health of Sexual and Gender Diverse Individuals and Populations Across the Lifespan

Grounded in a nursing perspective that employs a dual strengths-based and health equity lens, we will examine how gender and sexuality, as socially constructed power relations that operate in the individual, interpersonal, community and institutional levels, influence the health outcomes of individuals as well as at the population level. Rooted in a social justice approach, this course explores the interplay between gender, sexuality, and health - within the U.S. and international context and in relation to other axes, including social inequality, class and race. We will examine lifespan development and the milestones associated with each stage as it applies for sexual and gender diverse individuals. Throughout the semester, class participants will use critical thinking skills to examine ecological factors that influence sexual and gender diverse individuals' health alongside other intersecting facets of identity including race, ethnicity, age, ability/disability, mental and physical health, and other factors that affect individual development and consequent population outcomes. Finally, this course requires an openness and appreciation of a range of perspectives that will enable students to explore and develop a nursing mindset attuned to the unique concerns and health needs of sexual and gender diverse individuals, both in acute care and community health settings.

Spring

Mutually Exclusive: NURS 5420

1 Course Unit

NURS 3430 Global Engagement Seminar

This course is a Global Seminar which includes a travel component; topics vary. Topics and locations may include Chile, Ghana, or China. For more information and to apply: <https://global.upenn.edu/pennabroad/pgs>.

Mutually Exclusive: NURS 5430

1 Course Unit

NURS 3510 Case Study: Sleep through the Life Span

Sleep is a fundamental behavior related to the pathophysiology of various diseases and to responses/outcomes of diseases and treatments.

This case study introduces foundational theories on sleep, diagnosis, measurements, and treatments of various sleep disorders, and the impacts of sleep/sleep disorders in health promotion and the care of illness across the life span. This course aims to prepare nursing students to play a vital role in comprehensive patient care and education in sleep in the community and in various clinical settings. This course also includes 14-hour field work/shadowing at sleep clinics to provide an opportunity to observe and work with individuals who suffer from sleep problems.

Prerequisite: NURS 1630 AND NURS 1640

1 Course Unit

NURS 3520 Case Study: A Community-Based Approach to Mitigating Climate Change and Food Insecurity

The Penn Food and Wellness Collaborative (PFWC), including Penn Park Farm (PPF), was established through seed funding from the Your Big Idea Wellness competition in 2019. To date, we've grown nearly 2,500lbs of produce that has been distributed free of charge to food insecure students, HUP employees, and West Philadelphia residents. Using the PPF as a learning laboratory, this course will explore the link between climate change, food insecurity and physical and mental health across the lifespan. Students will engage with community partners to identify the best mechanism for meeting food insecurity and improving physical and mental health among students, faculty and staff on campus and among members of all ages in the communities surrounding Penn. In collaboration with the learning lab, instructor led seminars and discussions support the identification, development and completion of a community-based project.

Fall

1 Course Unit

NURS 3530 Health Communication in the Digital Age

Health communication spans activities from in-person communication to technology based interventions and mass media campaigns. Health communication interventions are applied across a variety of health promotion and disease prevention activities. In this course, we will explore a variety of approaches to using communication strategies to improve individual and population health. The course will provide an introduction to the theory, design, and evaluation of health communication programs. We will review and critique several health communication interventions. The course will also include a special emphasis on new media and technology, as well as developing practical skills for developing health communication programs.

1 Course Unit

NURS 3540 Case Study - Addressing the Social Determinants of Health: Community Engagement Immersion

This case study offers students experiential learning to develop an in depth understanding of social determinants of health in vulnerable, underserved populations and to collaboratively design and refine existing health promotion programs based on the needs of the community site. Grounded on an approach that builds upon the strengths of communities, this course emphasizes the development of techniques to lead effective, collaborative, health-focused interventions for underserved populations. Students are required to draw on skills and knowledge obtained from previous classes related to social determinants of health and community engagement and will engage in specific creative, innovative community based programs developed for populations across the life span. These culturally relevant programs, which have been shown to positively impact communities, create opportunities for students to address the social determinants of health, build engagement and leadership skills and increase program success and sustainability. Prerequisite: Completion of sophomore year nursing requirements
1 Course Unit

NURS 3550 Case Study: Self-Care of Chronic Illness

Self-care is done by lay people to prevent or manage chronic illness. In this case study, we will discuss the history, definitions, predictors, and outcomes of self-care in various chronically ill populations. A focus of discussion will be an in depth exploration of the factors that influence self-care. Understanding these factors will prepare nurses for their role in promoting self-care. Fieldwork experiences are designed to provide practical experience in engaging well individuals in preventing illness and helping chronically ill perform self-care.
Spring
Prerequisite: NURS 1630 AND NURS 1640
1 Course Unit

NURS 3560 Case Study: Culture of Birth

This course will explore the cultural context of birth and the activities of women/birthing people and professionals and/or attendants in meeting the health care needs of pregnant women/birthing people. This course will examine how culture influences the way in which people are asked to birth, and apply a Reproductive Justice framework to move towards a culture of health equity. The history of caring for women/birthing people at birth, international health care, cultural mores/societal values, place of birth, psychosocial factors, ethical decision-making, and the role of technology are content areas that will be discussed. Prerequisite: If course requirement not met, permission of instructor required. Open to Nursing majors. Traditionally, this course includes a weekend long Doula training; after completion, students may serve as Doulas.
Spring
Prerequisite: NURS 2150 OR NURS 2250
1 Course Unit

NURS 3570 Case Study: Innovation in Health: Foundations of Design Thinking & Equity-centered Design

Innovation, defined as a hypothesis-driven, testable, and disciplined strategy, is important to improve health & healthcare. Employing new ways of thinking, such as with design thinking, will help open up possibilities of ways to improve health & the process of healthcare. Additionally, equity-centered design integrates features of design thinking with a focus on how the design process impacts the end-users and requires the inclusion of under-resourced communities throughout the design process to ensure that the power differences that lead to oppression, marginalization, and health inequity are removed (Equity Design Thinking, 2022). Incorporating current & emerging social & digital technologies such as mobile apps, wearables, remote sensing, and 3D printing, affords new opportunities for innovation. This course provides foundational content & a disciplined approach to innovation as it applies to health, healthcare, public health and health equity. A flipped classroom approach has the in-class component focusing on group learning through design thinking activities. The course is open to undergraduate nursing students as a case study & upper-level undergraduates and graduate students from across the Penn campus. The course provides a theoretical foundation in design thinking and equity-centered design along with a focus on using a Design Justice lens and the importance of storytelling. To enhance the didactic component, students will actively participate in a design case study. Students will be matched by interest and skill level with teams & will work with community-based organizations, healthcare providers and/or innovation partners. Student teams will meet their partners to identify & refine a health, healthcare, public health or health equity problem to tackle. Students will work throughout the semester to create an innovative solution that will be pitched to their community-based organization, healthcare provider, and/or innovation partner at the end of the semester. Prerequisite: Completion of freshman & sophomore level courses
Fall or Spring
Mutually Exclusive: NURS 5730
1 Course Unit

NURS 3580 Case Study: Nurses and the Child Welfare System

Building on knowledge and skill acquired through undergraduate nursing courses, this case study offers nursing majors an in depth and interprofessional opportunity to study research, policy, and practice-based issues in children and families involved with the child welfare system. Special emphasis is placed on the role of the nurse in the child welfare system. Fieldwork experiences will enable students to gain practical experience regarding the needs of children and families with an emphasis on a consideration of how to achieve partnership and create alliances with parents and youngsters.
Fall
Prerequisite: NURS 1630 AND NURS 1640
1 Course Unit

NURS 3590 Case Study: Healthcare Quality and Patient Safety

The 1999 Institute of Medicine Report "To Err is Human: Building a Safer Health System" called national attention to the shocking crisis of patient injury and death in the United States health care systems. This case study examines errors in health care and how nurses, working inter and intra-professionally, contribute to and/or lead quality improvement efforts in health care settings to make care safer. Through classroom discussion, clinical observations and special quality improvement project experience, the student will become familiar with the Science of Improvement grounded in W. Edwards Deming's body of knowledge called a "System of Profound Knowledge." The student will also learn patient safety strategies, behaviors and practices that reduce or eliminate the risk of patient harm and develop an appreciation for attributes of an organization that contribute to a strong patient safety culture.

Prerequisite: Completion of sophomore year nursing requirements
Spring

Prerequisite: NURS 1630 AND NURS 1640

1 Course Unit

NURS 3600 Case Study: Nursing Practice for Patients Living with HIV

This course is directed at the need to increase nursing majors knowledge and clinical expertise in the care of persons with HIV/AIDS. Hands on clinical practice with nurses who are AIDS experts will be combined with seminars that provide epidemiologic, clinical assessment, infection control, symptom management, patient teaching, psychosocial, ethical, cultural, political, and policy information.

Fall

Prerequisite: NURS 1630 AND NURS 1640

1 Course Unit

NURS 3610 Case Study: Breast Feeding & Human Lactation

Human milk is recognized universally as the optimal diet for newborn infants. The health benefits of breastfeeding are so significant that a National Health Objective set forth by the Surgeon General of the United States for the year 2010 is to increase the proportion of mothers who breastfeed their babies in the postpartum period. Through classroom and clinical experiences, this course will provide an in depth examination of the anatomy and physiology of lactation, essential aspects of establishing and maintaining lactation, and the nurses' role in counseling the breastfeeding family. Emphasis will be placed on current research findings in the content area.

Fall

Mutually Exclusive: NURS 5701

Prerequisite: NURS 1630 AND NURS 1640

1 Course Unit

NURS 3620 Case Study: Nurses leading Complex Care for Individuals and the Caregiving Family using TCM

Many studies reveal that the transitional care needs of people with complex health and social needs and those of family caregivers are poorly managed, often with devastating human and economic consequences. The purpose of this case study is to provide an immersive experience for students with the Transitional Care Model (TCM), supporting engagement with multidisciplinary team at Penn. This nurse-led, team-based care management strategy has been proven to improve health and quality of life outcomes and reduce costs for at risk older adults who experience episodes of acute care while supporting their family caregivers. This course will enable students to apply skills foundational to the delivery of evidence-based transitional care.

Fall

1 Course Unit

NURS 3630 Case Study: Aggressive Behavior in Healthcare: Assessment Prevention and Treatment

The escalating incidence and prevalence of aggression in the health care setting requires that providers acquire a new set of pragmatic competencies for managing its complex sequelae. This course presents theoretical frameworks for understanding, predicting, preventing and responding to aggressive behaviors across the life span. Historical, bio-behavioral, social, and cultural explanations for aggression will be synthesized and analyzed within the context of multiple points of entry into the health care system across clinical settings. Personal self-awareness, debriefing, and stress management techniques exemplify techniques to prevent untoward consequences in providers. This course also uses exemplars and a range of experiential learning strategies, including skill development, situation analysis, concept mapping, unfolding case studies and cooperative learning, to examine the assessment, prevention, treatment, and response to aggressive behavior in patients and management of its consequences in self and others.

Spring

Prerequisite: NURS 1630 AND NURS 1640

1 Course Unit

NURS 3640 Case Study: Cancer

This elective case study offers students the opportunity to learn about the etiology, diagnosis, and management of cancer across the lifespan. Building on existing clinical knowledge and skills, students will explore cancer care from the perspectives of prevention, early detection, treatment, survivorship, and death. Observational clinical experiences and selected case studies will enhance students' understanding of patients' and families' cancer experience. Class instruction includes small group discussion, case studies, and some lectures. Students will complete 12 clinical hours, to include observation, panels and tours of treatment areas.

Spring

Prerequisite: NURS 1630 AND NURS 1640

1 Course Unit

NURS 3650 Case Study: Case Analysis in Clinical Nutrition

This course is designed for present and future nurse professionals who wish to increase their knowledge of nutrition and expertise and application of knowledge to achieve optimal health of clients and themselves. Principles of medical nutrition therapy in health care delivery are emphasized in periods of physiologic stress and metabolic alterations. Individual nutrient requirements are considered from pathophysiologic and iatrogenic influences on nutritional status. Nutritional considerations for disease states will be explored through epidemiological, prevalence, incidence, treatment and research data. Understanding application of medical nutrition therapy are included through case analysis and field experiences

Spring

Prerequisite: NURS 1630 AND NURS 1640

1 Course Unit

NURS 3660 Case Study – Integrative Approaches to Health and Wellness

This case study explores select integrative approaches to health and wellness, including Mind-Body Therapies such as ayurveda, yoga, mindfulness/meditation, taichi/qi therapy, chiropractic care, massage, acupuncture; Dietary Therapy, Naturopathy; and Art and Music therapy. These approaches are examined in contrast to allopathy (biomedicine) and an emphasis on individual and patient-centeredness and interdisciplinary understandings of wellness, self-care, outcomes, safety, cultural origins, and application in preventive care and chronic illness management. Immersive learning opportunities are provided through shadowing experiences with practitioners in the Philadelphia area.

Spring

1 Course Unit

NURS 3670 Case Study: Principles of Palliative Care

This course prepares students to collaborate effectively with an interdisciplinary team in assessing patients and families, and planning and evaluating palliative and end of life care for diverse populations with progressive illness in multiple health care settings. Course content and assignments focus on the nurse's role in addressing the complex assessment and responses to the psychosocial and spiritual concerns of patients and caregivers across the trajectory of advanced illness.

Fall

Mutually Exclusive: NURS 5570

Prerequisite: NURS 1630 AND NURS 1640

1 Course Unit

NURS 3680 Case Study: Home Health Care

This course examines the major aspects of home-based care across patients' life spans from acute to long term care. New trends, advances, and issues in home management of complex conditions, innovative delivery systems and legal, ethical and policy consideration will be explored.

Fall

Prerequisite: NURS 1630 AND NURS 1640

1 Course Unit

NURS 3690 Case Study: Caring for Patients with Opioid Use Disorder

This course examines opioid use disorder and the current opioid overdose crisis from a nursing perspective. Students will explain the neurophysiology underlying the disease, risk factors for its development, and common co-occurring diagnoses. We will explore the health consequences associated with the disorder and review approaches for effective treatment, with an emphasis on harm reduction interventions. Historical, sociocultural, legal and policy implications which frame the disease will be discussed with an understanding of the effects of stigma on approaches to care. Students engage in the critical analysis of literature, research, and engage in observational/fieldwork experiences addressing the biopsychosocial needs of individuals with opioid use disorder.

Fall

Prerequisite: NURS 1650 AND NURS 2350 AND NURS 3340

Corequisites: NURS 2350, NURS 3340

1 Course Unit

NURS 3750 Nutrition Throughout The Life Cycle

Understanding and meeting nutritional needs from conception through adulthood will be addressed. Nutrition-related concerns at each stage of the lifecycle, including impact of lifestyle, education, economics and food behavior will be explored.

Fall, odd numbered years only

Prerequisite: NURS 0065 OR NURS 1120

1 Course Unit

NURS 3760 Issues in Nutrition, Exercise, and Fitness

An examination of the scientific basis for the relationship between nutrition, exercise and fitness. The principles of exercise science and their interaction with nutrition are explored in depth. The physiological and biochemical effects of training are examined in relation to sports performance and prevention of the chronic diseases prevalent in developed countries.

Spring

1 Course Unit

NURS 3770 Weight Management: Principles and Practices of Obesity Treatment

This course focuses on the principles and theories guiding the clinical care and treatment of people with obesity across the lifespan. We will discuss the effectiveness and evidence-base supporting a variety of obesity treatments diet, physical activity, behavioral therapy, pharmacological, surgical, and combined approaches. Emphasis will be placed on the practical aspects of providing obesity education and counseling to assist individuals and families in attaining and maintaining a healthy weight.

Spring

Prerequisite: NURS 0065 OR NURS 1120

1 Course Unit

NURS 3800 Nursing in the Community

This course considers how nursing influences the health and healing capacities of both communities as a whole (populations) and of groups, families, and individuals living within particular communities locally and globally. It addresses the complexity of nursing practice using a public health paradigm. It requires students to draw from prior class and clinical knowledge and skills and apply this practice base to communities across care settings, ages, and cultures with different experiences of equity and access to care. It provides the tools needed to engage in collaborative community work and to give voice to the community's strengths, needs, and goals. It also moves students from an individual and family focus to a population focus for health assessment and intervention. Students consider the science, policies, and resources that support public health, and community based and community-oriented care. Clinical and simulated experiences in community settings provide sufficient opportunities for clinical reasoning, clinical care and knowledge integration in community settings. Students will have opportunities to care for patients and populations within selected communities.

Fall

Prerequisite: NURS 2250 AND NURS 2350 AND NURS 2450 AND NURS 2550

2 Course Units

NURS 3820 Public Health Nursing Care in Communities

This course considers how nursing influences the health and healing capacities of both communities as a whole (populations) and of groups, families, and individuals living within particular communities locally and globally. It addresses the complexity of nursing practice using a public health paradigm. It requires students to draw from prior class and clinical knowledge and skills and apply this practice base to communities across care settings, ages, and cultures with different experiences of equity and access to care. It provides the tools needed to engage in collaborative community work and to give voice to the community's strengths, needs, and goals. It also moves students from an individual and family focus to a population focus for health assessment and intervention. Students consider the science, policies, and resources that support public health, and community based and community-oriented care. Clinical and simulated experiences in community settings provide sufficient opportunities for clinical reasoning, clinical care and knowledge integration in community settings. Students will have opportunities to care for patients and populations within selected communities.

Fall

Prerequisite: NURS 2450 AND NURS 2550 AND NURS 2150 AND NURS 2250 AND NURS 2350

0-1.5 Course Unit

NURS 3860 Benjamin Franklin Scholars in Nursing Capstone Honors Research Project

This course is an advanced seminar for research and scholarship to be taken by Benjamin Franklin Scholars in Nursing. Enrollment is concurrent with student's final year of studies and entails undertaking a capstone project for Benjamin Franklin Scholars in Nursing. Practical considerations in carrying out such a project, including scholarly approach and scientific integrity as well as scholarly writing and dissemination will be discussed and illustrated, using exemplars and student projects. The various phases of students' projects will be used as launching points for discussions and to complement students' work with their faculty supervisor. Paths and planning for careers in nursing and related disciplines and the idea of scholarly trajectories will be developed throughout the course.

Prerequisite: NURS 5470

0.5 Course Units

NURS 3890 Research/Inquiry-Based Service Residency

This course is designed to facilitate students' intellectual curiosity and independence in exploring the research process in an area of interest. Similar to clinical practica, NURS389 serves as the research practicum for NURS230 and NURS547. In this applied course, students will engage in a structured, hands-on faculty-mentored experience. Students will be contacted approximately 6-10 weeks prior to the start of the semester of enrollment to either: 1) submit a proposal to work on an existing project with an established mentor, or 2) identify their key areas of interest and select from an existing list of projects/preceptors that varies by semester. Students will be matched with a research preceptor based on their selections and, in collaboration with their preceptor, they will define learning objectives to guide their individualized plan of study. Students have opportunities to experience systematic methods for research, service-based clinical inquiry, or quality improvement. This mentored residency can be fulfilled by completing one of the following options: * Research-based practicum in basic or social science, clinical research, nursing history, healthcare policy, ethics, or informatics. * Inquiry-based Service practicum such as conducting quality improvement procedures or program evaluations in an affiliated healthcare institution. Students must register for both the lecture and recitation sections. For the recitation section students are expected, with the assistance of their advisor, to allocate 2 hours of work outside of class each week towards their project. Students can schedule this work based on their own schedule but must be prepared to complete the work each week. The course is taken in the final semester of the senior year.

Fall or Spring

Prerequisite: NURS 5470

.5 Course Units

NURS 3900 Leadership in the Complex Healthcare System

This two-part course provides the didactic and clinical experiences in increasingly complex nursing care situations and environments which facilitate the students' transition to independent practice. In the lecture component, the focus is on the integration of knowledge and skill for nursing practice and develops the ability of students to see nursing practice as part of a complex system. It examines systems thinking and complexity, development of a leadership role and skills, inter-professional communication and teamwork, and leading change in healthcare organizations. This course also examines the nurse's role in improvement science and patient care delivery, focusing on quality improvement processes, patient safety, nurse sensitive process and outcome metrics with micro-systems. This course also allows students to develop the capacity for clinical expertise, leadership, and for translating the science of the profession into practice. Students also are assigned to a seminar component that is correlated with their selected site for the specialty clinical practicum. This aspect of the course allows the student to further develop leadership concepts learned in lecture while developing additional expertise in a specialty area of practice. These seminar components are adult health and illness, adult critical care, obstetrics/labor & delivery, and pediatrics. Advanced simulation experiences and extensive clinical practice in an area of the students' choice provide multiple opportunities to synthesize the multidimensional aspects of nursing and provide the environment which facilitates transition to professional nursing practice. Students select from a variety of settings in which to refine their practice skills. Principles of leadership, accountability and change will be applied to clinical practice as the student begins to operationalize the professional nursing role. Emphasis is placed on the nurse as a knowledgeable provider of health care who is both a change agent and advocate.

Fall or Spring

Prerequisite: NURS 3800

3 Course Units

NURS 4000 Advances In Health Systems Research And Analysis

Capstone Course for NURS/WH Joint Degree Students. Prerequisite: By Permission Only

Spring, odd numbered years only

1 Course Unit

NURS 5000 Introduction to Principles and Methods of Epidemiology

This course provides an introduction to epidemiologic methods and overview of the role of epidemiology in studies of disease etiology and in the planning, delivery and evaluation of health services. The population-based approach to the collection and analysis of health data will be emphasized throughout the course. Through textbook reading, problems sets, class discussion and review of the recent literature, students will become acquainted with the basic designs of epidemiologic studies in theory and in practice. Students will develop the basic skills necessary to use epidemiologic knowledge and methods as the basis for scientific public health practice. Background in elementary statistics is a prerequisite for this course.

Spring

1 Course Unit

NURS 5010 Ways of Knowing for Nursing Practice I: Assessment of Health

This course is designed to develop knowledge and skill acquisition for the health assessment of individuals which includes taking a health history and performing/documenting a physical assessment. Students engage in active learning strategies blending instructor demonstration and supervision of physical examination practice sessions in the clinical learning laboratory. Students prepare via self-learning activities with a variety of supplied resources such as readings, media, and audio/visual adjunctive etc. Students refine their skills through faculty supervised practice sessions. Procedural skills that correlate with the presentation of physiological system assessment are included. Along with skill acquisition for physical assessment, the student will also recognize the value of storytelling and narratives that can support the change of attitudes and behaviors. Students will be introduced to the use of narratives and its impact to support and manage the health of individuals and populations.

Fall

1.5 Course Unit

NURS 5011 Ways of Knowing for Nursing Practice: Assessment of Health

This course equips entry-to-practice nursing students with the foundational skills necessary to provide comprehensive patient assessment and person-centered care. Students gain the knowledge and skills needed to perform a clinically relevant, holistic health assessment. This course integrates didactic sessions on the physical assessment of body systems with hands-on practice, featuring instructor-led demonstrations and supervised physical examination exercises in a simulation laboratory setting. The course introduces essential safety practices to protect both patients and healthcare providers. Students learn to identify and mitigate risks emphasizing infection prevention, safe handling techniques, and the use of personal protective equipment (PPE). Students practice documentation of assessment findings. This course introduces the basic concepts of the electronic health record, its role in communication technology, and how it enhances clinical information flow.

Fall

1 Course Unit

NURS 5020 Ways of Knowing for Nursing Practice II: Promoting Health & Health Equity

This course is the first of a series of two courses (pre-cursor to NURS 5100) laying the foundation for the exploration of how psychological, behavioral, cognitive, and social development influences the lived experiences of individuals, families, and communities across the lifespan. Emphasis is placed on the role of the professional nurse to promote and deliver socially just care. Students recognize social determinants of health for assessment and health teaching in the preparation for NURS 5100 and beyond. Extant theories are examined with respect to issues of health care access, health history, health promotion, and issues of equity and diversity. Students refine communication skills and interviewing processes needed for socioculturally attuned health history and teaching that promote psychological wellbeing and healthy lifestyles. Using advanced communication strategies, students learn to engage with individuals and families in behavioral health promotion strategies. They also provide opportunities to develop prioritized health teaching plans in partnership with that individual.

Fall

Corequisite: NURS 5010

.5 Course Units

NURS 5021 Ways of Knowing for Nursing Practice: Promoting Health Equity and Person-Centered Care

This course explores how psychological, behavioral, cognitive, social, and physical development influences the lived experiences of individuals, families, and communities across the lifespan. Students examine the relationship of the social determinants of health on health outcomes. Students develop skills in behavioral risk screening, motivational interviewing, therapeutic communication, and culturally informed care to address behavioral and psychosocial factors influencing health outcomes. An emphasis is placed on self-care practices for the professional nurse to build resilience and foster compassionate care.

Fall
0.5 Course Units

NURS 5030 Contemporary Issues in Human Sexuality and Health

Emphasizes the theories of sexual development and sexual behavior within the continuum of health and disease. Common sexual practices of people are studied in relation to life-style and/or situational life crisis. Contemporary issues in sexuality and health will be examined. Prerequisite: Junior and Senior Undergraduates. Open to all graduate students This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.

Spring
Mutually Exclusive: NURS 3030
1 Course Unit

NURS 5031 Ways of Knowing for Nursing Practice: Foundations of Professional Practice

This course introduces the professional role of the nurse with an emphasis on accountability, communication, advocacy, and collaboration. Students develop a deeper understanding of the nurse's responsibility in health promotion, illness prevention, and holistic, patient-centered care. Students are introduced to nursing's historical evolution and its distinct and shared perspectives with other disciplines. Emphasis is placed on the role of personal values in clinical decision-making and the integration of diverse ways of knowing to enhance clinical judgment. Students will reflect on the human experience, connecting storytelling to communication strategies for health promotion to develop skills in narrative writing for personal and professional growth. This course explores a nurse's role in assessing quality and safety measures and promoting a culture of safety.

Fall
0.5 Course Units

NURS 5040 Nurses Caring for the Individual Adult and Across Populations

This course considers how nursing influences the health and healing capacities across the continuum of care from young to older adults experiencing functional status impairments. Content includes the knowledge and skill acquisition needed to care for these individuals at particular moments, across the continuum of care, and through transitions in an illness experience. It addresses nursing phenomena of concern, including risk factors for illness or injury, strategies to overcome barriers and support personal health resources, alleviate suffering, and reduce the impact of illness or injury on the functioning of the person. Content and clinical experiences integrate developmental and role issues; policy, cultural, and ethical considerations. Onsite and off-site clinical experiences help to guide skill acquisition for clinical reasoning, clinical care, and knowledge integration.

Spring
Prerequisite: NURS 5100
1.5 Course Unit

NURS 5050 Nurses Coordinating Care for Adults and Older Adults

This course focuses on the management of transitions in care for adults, older adults, and their family caregivers. Nurses working with "at risk" populations and their caregivers manage transitions across health care settings and through stages of illness severity with a focus on team-based care coordination. Nurses are well positioned to be key influencers and leaders of these transitional care processes. (Penn Nursing website <https://www.nursing.upenn.edu/live/news/1610-new-open-online-course-focused-on-transitional>) Clinical learning activities will focus on intentional collaboration across professions and with care team members, patients, families, and communities to optimize care, enhance the healthcare experience, and strengthen outcomes. Students will acquire skills for building interprofessional partnerships that involve coordinated, integrated, and collaborative implementation of the unique knowledge, beliefs, and skills of the full team for the end purpose of optimized care delivery. Effective collaboration requires an understanding of team dynamics and an ability to work effectively in care-oriented teams. Onsite and off-site Clinical experiences help to guide skill acquisition for clinical reasoning, clinical care, and knowledge integration.

Spring
Corequisite: NURS 5040
1.5 Course Unit

NURS 5060 Opioids: From Receptors to Epidemics

This survey course reviews the neuropharmacology of opioids including central and peripheral sites of opioid actions. Opioid receptor pharmacology as well as cellular and molecular neuroadaptations to opioids are discussed in relation to addiction, physical dependence, tolerance, hyperalgesia and withdrawal. Genetic and pharmacogenomic effects on variation of opioid response are also presented. Opioid addiction and the actions of opioids on pain systems are reviewed with an emphasis on their pre-clinical and clinical expression. The effects of regulatory, pharmaceutical and criminal justice forces on opioid prescription in the US are considered vis-a-vis pain management and opioid addiction. Finally, the causes and consequences of the current "opioid epidemic" are reviewed, as well as federal, healthcare and community efforts to address it. Permission of Instructor required.

Fall
Mutually Exclusive: NURS 3060
1 Course Unit

NURS 5070 Pathophysiologic Mechanisms & Pharmacologic Interventions in Caring for Individuals and Populations

Pathophysiologic mechanisms are introduced with emphasis on concepts and processes involving acute and chronic illnesses and their therapeutic interventions. For major classes of drugs, the physiological and pathophysiological rationales are discussed for each drug indication, mechanisms of drug action, individualized dosing implications, and adverse drug events. The course content enhances the student's comprehension of the scientific complexity of therapeutic interventions in various conditions and builds upon the foundational sciences. Additionally, the course provides active learning experiences to gain scientific knowledge and skills in preparing to administer and monitor drugs and therapies in a safe and effective manner.

Fall
2 Course Units

NURS 5090 The Child with Special Healthcare Needs

This course is designed to assist APRN students to develop skills in identifying the needs and interventions for neonates and children with special health care needs and their families across the continuum of care.

Fall

1 Course Unit

NURS 5100 Nurses Caring for Psychiatric Mental Health of Individuals: Theory & Behavioral Health Management

This course explores the intersection of psychological, behavioral, emotional, cognitive, and social development with the lived experiences of individuals, families, and communities across the lifespan. Students apply skills in screening, interviewing and therapeutic communication to deliver culturally responsive nursing care of patients with diverse conditions along the mental health continuum. The course addresses nursing phenomena and the development of healing relationships with or within individuals, families, and groups. Clinical and Simulation experiences provide students with opportunities to acquire and apply knowledge necessary for conducting a comprehensive health history and to explore therapeutic use of self, clinical reasoning, best clinical practices, and knowledge integration.

Fall

1.5 Course Unit

NURS 5110 Loss, Grief and Bereavement

Loss, grief and bereavement are pervasive aspects of the human experience. The content of this course provides a basis both for personal development and professional growth. Through a series of seminars, key issues surrounding loss, death, dying, grief and bereavement will be examined.

Fall

1 Course Unit

NURS 5120 Nutritional Aspects of Disease

This course provides an advanced understanding of the role of nutrition in integrated biological systems. Students will develop a rigorous comprehension of major clinical disorders, including the underlying pathophysiology and conditions that are affected by nutrition and how optimization of nutritional variables may modulate these processes. A critical overview of the role of nutrition in disease prevention, management and treatment, and in health maintenance will be emphasized throughout the course.

Spring

Mutually Exclusive: NURS 3120

1 Course Unit

NURS 5130 Obesity and Society

This course will examine obesity from scientific, cultural, psychological, and economic perspectives. The complex matrix of factors that contribute to obesity and established treatment options will be explored. Prerequisite: Undergraduate by permission of instructor This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.

Fall or Spring

Mutually Exclusive: NURS 3130, NURS 6760

1 Course Unit

NURS 5140 Advancing Leaders in Health & Health Equity

This course is designed to enhance one's understanding of leadership concepts and theory to phenomena of concern to nursing, contextualizing societal meanings of nursing practice and professionalism. Students will explore current trends and issues related to professional nursing practice and health care delivery. Emphasis is placed on optimization of health through transforming health care systems and developing a vision for nursing of leading in this transformation. Students will begin a leadership journey appreciating their ability to know oneself as leader, representing and communicating the nursing perspective to others, and advocating for self.

Spring

.5 Course Units

NURS 5150 Sociocultural Influences on Health

This course is intended for students interested in U.S/Global Healthcare. It includes lectures, discussions, readings, and written assignments focused on various social, cultural, and economic factors that impact the health and illness perceptions and behaviors of various ethnic and minority groups. In particular, it focuses on how culture affects health and disease, and how health and disease affect culture. This course takes a critical approach to knowledge development by scrutinizing values, theories, assumptions, and practices cross culturally. It relies upon a range of interdisciplinary approaches to analyze how disease is diagnosed, treated, and experienced differently in various cultural contexts. At the same time, students will have the opportunity to examine and critique cultural assumptions and theories, the shifting nature of cultures, the situational use of cultural traditions, and the ethnocentrism of contemporary Western health care. Special attention is given to the influence of race, class, gender, religious, and spiritual ideas about health and illness.

Spring

Mutually Exclusive: NURS 3150

1 Course Unit

NURS 5160 Social Determinants of Global Food Insecurity

A detailed consideration of the nature, consequences, and causes of hunger and undernutrition internationally. Approaches are explored to bringing about change, and to formulating and implementing policies and programs at international, national, and local levels, designed to alleviate hunger and under-nutrition. Prerequisite: Graduate Students Only

Spring

Mutually Exclusive: NURS 3160

1 Course Unit

NURS 5180 Nursing and the Gendering of Health Care in the United States and Internationally, 1860-2000

This course examines changing ideas about the nature of health and illness; changing forms of health care delivery; changing experiences of women as providers and patients; changing role expectations and realities for nurses; changing midwifery practice; and changing segmentation of the health care labor market by gender, class and race. It takes a gender perspective on all topics considered in the course. A comparative approach is used as national and international literature is considered. This focus is presented as one way of understanding the complex interrelationships among gender, class, and race in health care systems of the United States and countries abroad.

Spring

Also Offered As: GSWS 5180

1 Course Unit

NURS 5190 Nursing Caring for Family I: Sexual and Reproductive Health

From the lens of person and family-centered sexual and reproductive health, this course focuses on nursing care, health promotion/disease prevention, and health equity for individuals, families, and populations across the reproductive life cycle. Students are introduced to evidence-based nursing practice designed to support and enhance sexual and reproductive health. Good sexual and reproductive health is a state of complete physical, mental and social well-being in all matters relating to the reproductive system. Emphasis is placed on the understanding of how social determinants impact sexual and reproductive health. Additionally, this course highlights the nurse's role in promoting and advocating for individualized, evidence-based, and respectful sexual and reproductive health care. There are opportunities for students to make connections between caring for families both locally and globally. Clinical and laboratory experiences provide opportunities for students to develop, refine, and apply knowledge and skills for the delivery of sexual and reproductive health care for and across the populations.

Summer Term

Prerequisite: NURS 5050

Corequisites: NURS 5200, NURS 5300

1.5 Course Unit

NURS 5200 Nurses Caring for Family II: Pediatric Health and Wellness

Building on prior learning of the family, this course focuses on nursing care that influences the health and healing capacities of infants, children, adolescents, and their families/caregivers. Using a developmental systems approach to family-centered care and incorporating pediatric transitions, this course addresses pediatric nursing phenomena of concern from infancy through adolescence. Family-centered care incorporates pediatric transitions of care evidenced in the health maintenance of the well-child and as well as in the illness-recovery continuum. The course emphasizes clinical reasoning; family-centered strategies for optimizing health, promotes optimal developmental, physiological, and psychological functioning; and enhancing strengths within the context of family and social determinants of health to promote and advance health and health equity. Content and clinical experiences integrate developmental considerations for pediatric populations and develop clinical reasoning, skill acquisition in nursing care, and clinical inquiry.

Summer Term

Prerequisite: NURS 5050

Corequisites: NURS 5190, NURS 5300

1.5 Course Unit

NURS 5210 Current Topics in Nutrition

The objective of the course is to integrate the nutrition knowledge obtained from previous course work in nutrition and provide the student the opportunity to explore, analyze and formulate implications of the research and related literature on a self-selected topic under the guidance of the faculty coordinator. Current topics and controversies in nutrition will be discussed weekly. Readings will be assigned in coordination with each discussion topic and students will be required to seek out other sources of information to add to the class discussion. Topics will change from year to year to reflect the most recent interests and issues.

Not Offered Every Year

0.5-1 Course Unit

NURS 5230 Advanced Nutrition: Molecular Basis of Nutrition

Essentials of nutritional biochemistry of macronutrient (protein, carbohydrate, lipid) metabolism from the molecular level to the level of the whole human organism. Linkages between energy and nitrogen balance and states of health and disease are examined. Topics include energy metabolic pathways, nutrient transportation, nutrient catabolism, nutrient anabolism, body composition, and biomarkers.

Prerequisite: NURS 0065 OR NURS 1120

1 Course Unit

NURS 5240 Advanced Human Nutrition and Micronutrient Metabolism

Essentials of vitamin and mineral digestion, absorption, metabolism, and function in humans during states of health and disease are examined. Linkages between key vitamins and their function in biological systems, such as bone health, energy metabolism, hematopoietic function, and immune function, are explored in depth. Topics include pertinent research methodologies, biomarkers, deficiency and toxicity states, and requirements across the life cycle.

Prerequisite: NURS 0065 OR NURS 1120

1 Course Unit

NURS 5250 Ethical Aspects of Health and Technology

Interdisciplinary approach to the study of the interface between ethics and law in the provision of health and illness care. This course draws upon the disciplines of philosophy, law, biomedical engineering and nursing in examining such concepts as the use/non-use of biomedical technology, who and how one decides what shall be done for a given "patient," and the "rights" and responsibilities (accountability) of all persons involved in health/illness care decisions. The interplay of ethical theory, personal value systems, law and technology will be stressed throughout. Lectures, seminars and case studies will be used.

Spring

Prerequisite: NURS 0065 OR NURS 1120

1 Course Unit

NURS 5251 Ethics of Patient Care and Decision-Making in Nursing

This course is designed to introduce students to major ethical theories, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in healthcare practice. This course is designed to provide students with foundational concepts relevant to ethics and exposure to real-life ethical dilemmas in healthcare. Skills for inter/intra professional collaboration are developed through team-based learning (TBL). Students will engage in clinical learning activities, fieldwork, and reflective practice to demonstrate student's ability to give voice for ethically challenging situations.

Spring

1 Course Unit

NURS 5260 Child and Adolescent Mental Health

This course is designed to prepare advanced practice registered nurses to address mental health concerns of children, adolescents and their families from a bio-psycho-socio-cultural perspective. Prevention, assessment, and treatment of psychiatric disorders affecting children and adolescents in a variety of settings will be presented in the context of mental health, school and primary health care delivery systems. Students will explore both pharmacologic and nonpharmacologic treatment strategies, as well as methods to identify and implement evidence-based practice in child and adolescent populations. Mental health policy, as well as the unique needs of special populations (e.g., youth in the juvenile justice system) will also be discussed. Prerequisite: Matriculation in a MSN Program or permission of instructors. Priority will be given to Psychiatric Mental Health NP students

Spring

1 Course Unit

NURS 5270 Foundations of Global Health

This interdisciplinary course covers fundamental concepts of global and population health. Epidemiology and methodology, historical and contemporary contexts, physical (water, air, climate change, and food/nutrition) and social (health inequities, sex/reproduction, injury/violence) determinants of health, and interventions for health improvement are addressed. Health problems such as infectious and chronic diseases cannot be understood apart from history, economics, environment, and inequalities - they are not simply medical issues. Global Health refers not only to the health problems of "others" living in far corners of the world (low- and middle-income countries), but also to our own health problems as citizens of a very rich, but very unequal and multicultural nation. The aim of the course is to help students become more informed and active global citizens. Learning methods include faculty presentations, student presentations, and small group discussions. Although this course has a health focus, it is aimed at all students interested in global issues.

Fall

Mutually Exclusive: NURS 3270

1 Course Unit

NURS 5290 Consumer and Personal Health Informatics

This course is designed to develop intelligent consumers, managers, and researchers of telehealth and personal health/ consumer health informatics systems through guided exploration into the components of such systems. The course is designed to introduce many of the challenges facing designers and managers of telehealth/ mHealth and remote health care delivery networks. The spectrum of activity ranging from research into implications of system design for applications that bridge geographic distance to the development of practical applications to promote patient engagement is considered in both historical context and in case studies. The current status and future trends of this emerging domain are reviewed. It is recommended that students have some exposure to health care or health systems prior to enrolling in this course. NOTE: Non-majors need permission from the department.

Fall

Also Offered As: BMIN 5090

1 Course Unit

NURS 5300 Nurses Caring for and across Communities

This course is designed to emphasize how nursing influences the health and healing capacities of both communities as a whole (populations) and of groups, families, and individuals living within particular communities locally and globally. It underscores community-based nursing practice within a public health paradigm. It requires students to draw from prior coursework and clinical knowledge and skills and apply this practice base to communities across care settings, ages, and cultures with different experiences of equity and access to care. It provides the tools needed to engage in collaborative community work and to give voice to the community's strengths, needs, and goals. It also moves students from an individual and family focus to a population focus for health assessment and intervention. Students construct health promotion initiatives and efforts to engage community in upstream interventions toward improving health and health equity. Clinical and simulated experiences in community settings provide sufficient opportunities for clinical reasoning, clinical care, and knowledge integration in community settings.

Summer Term

Prerequisite: NURS 5050

Corequisites: NURS 5190, NURS 5200

1.5 Course Unit

NURS 5320 Cognitive Behavioral Strategies in Health Care

Cognitive therapy will be studied as it has been adapted to treat a broad spectrum of clinical disorders including depression, anxiety, phobias, substance, obesity, marital problems, sexual dysfunction, and psychosomatic disorders. Students will have an opportunity to study and observe the crucial link between thoughts and emotions and the sense of competency patients can develop through self-help techniques. The course utilizes didactic, experiential and observational techniques.

Spring

1 Course Unit

NURS 5350 Comparing Health Care Systems in an Intercultural Context: Study Abroad

This course offers students an opportunity to: 1) expand their knowledge base in health care systems; 2) develop intercultural competency skills and 3) shape a conceptual framework for improving the quality of health care for the individual, the family, the community and society at large. Emphasizes the relational, contextual nature of health care and the inseparability of the notions of the health of individuals and the health of family, society, and culture. Includes field experience. Prerequisite: Permission of instructor Seminar held in Spring, study abroad field experience held intra-session

Spring

1 Course Unit

NURS 5370 Systems Approach for Promoting Safe Nursing Practice

In this course, students are introduced to integrative system approaches to assess and solve problems intrinsic to nursing practice. Students explore a new way of thinking about and resolving complex, persistent problems and the factors that contribute to unsafe practices. This course examines errors in health care and how nurses, working inter and intra-professionally, contribute to and/or lead in quality improvement efforts. Through classroom discussion, the student will learn patient safety strategies, behaviors, and practices that reduce or eliminate the risk of patient harm and develop an appreciation for attributes of an organization that contribute to a strong patient safety culture.

Summer Term

0.5 Course Units

NURS 5380 Summer Innovation Institute: Collaborative Design & Co-Creation for Health Equity

Innovation is necessary to achieve health equity. However, the human-centered approach of design thinking, a powerful tool of innovation, does not guarantee equitable solutions. It must be complemented by equity-centered models. These approaches focus on collaboration and co-creation. Collaborative work that centers the voices of, and engages with, all stakeholders and members of interested communities ensures that innovative design thinking solutions reflect the needs and preferences of the intended audiences. This one-week, in-person intensive workshop provides participants the opportunity to explore design thinking, equity-centered design by co-collaboratively putting them into practice. During a series of dynamic and interactive sessions throughout each morning, attendees will engage in lecture, discussions, and a variety of activities regarding how we can move the needle towards health equity through the integration of human-centered design, participatory models, and entrepreneurship principles. Institute faculty and speakers will provide insight into how design thinking and equity-centered design have already transformed health as well as the importance of addressing equity in all aspects of the process. Come with ideas, leave with frameworks, contacts, and plans.

Summer Term

0.5 Course Units

NURS 5400 Current Issues In Health and Social Policy

This course will help students develop skills in health policy and health systems analysis through critical review and discussion of leading health and social policy issues. Students will (a) analyze the social and policy issues that influence accessibility, cost and quality of health care; (b) explore the roles that the government, private sector, consumers and advocacy groups play in setting the health care policy agenda and examine the intended and unintended effects of resulting policies; and (c) assess the relationship between policy and population health.

Spring

Mutually Exclusive: NURS 3340

1 Course Unit

NURS 5420 Health of Sexual and Gender Diverse Individuals and Populations Across the Lifespan

Grounded in a nursing perspective that employs a dual strengths-based and health equity lens, we will examine how gender and sexuality, as socially constructed power relations that operate in the individual, interpersonal, community and institutional levels, influence the health outcomes of individuals as well as at the population level. Rooted in a social justice approach, this course explores the interplay between gender, sexuality, and health within the U.S. and international context and in relation to other axes, including social inequality, class and race. We will examine lifespan development and the milestones associated with each stage as it applies for sexual and gender diverse individuals. Throughout the semester, class participants will use critical thinking skills to examine ecological factors that influence sexual and gender diverse individuals' health alongside other intersecting facets of identity including race, ethnicity, age, ability/disability, mental and physical health, and other factors that affect individual development and consequent population outcomes. Finally, this course requires an openness and appreciation of a range of perspectives that will enable students to explore and develop a nursing mindset attuned to the unique concerns and health needs of sexual and gender diverse individuals, both in acute care and community health settings.

Spring

Mutually Exclusive: NURS 3420

1 Course Unit

NURS 5430 Global Health Seminar

Global course topics vary by section. Please contact the program for additional details.

1 Course Unit

NURS 5450 Maternal and Infant Care in the Americas

This clinical elective will provide an intensive historical, sociopolitical, and cultural perspective of health and health care delivery in the Americas with a special emphasis on Latin America and the Caribbean. Classroom, direct clinical care and field experiences are designed to provide students with a broad view of the history and culture system of the country of focus. The delivery of health care to women and children will be explored from a sociopolitical, cultural and historical context. Service learning experiences are an integral component of this course. The course includes 5 seminars on campus and 10-14 days on site in the country of focus. The country of focus may vary each semester. Prerequisite:

Permission of instructor

Spring

1 Course Unit

NURS 5470 Scientific Inquiry for Evidence-based Practice

This course is designed to advance students' understanding of the research process, methods of scientific inquiry, and analytical techniques. Students acquire knowledge of systematic approaches used by scientists to design and conduct studies. Course content prepares students to appraise quantitative and qualitative research, and evaluate the scientific merit and clinical significance of research for translation into practice. Evidence-based guidelines are examined and rated for strength of evidence and expert consensus using evidence grading systems and defined criteria. Students engage in variety of creative learning experiences to facilitate appreciative inquiry, clinical reasoning, and evidence-based practice. Quality improvement, comparative effectiveness analyses, information science, and electronic health systems technology demonstrate the capacity for measurement and surveillance of nursing-sensitive and other outcomes used to evaluate quality nursing care and test interventions. Ethical, legal and health policy implications for research are explored. This course serves as the basis for scientific inquiry about human experiences to address important problems that require solutions and to expand the research and the evidence base for professional nursing practice.

Fall or Spring

Prerequisite: NURS 2300 OR STAT 1010 OR STAT 1110

1 Course Unit

NURS 5471 Scientific Inquiry for Equity-Centered Evidence-based Nursing Practice

Students are introduced to the research process, methods of scientific inquiry, and analytical techniques. Students acquire knowledge of systematic approaches used by scientists to design and conduct studies. Course content prepares students to appraise quantitative and qualitative research methods. Students will evaluate the scientific merit and clinical significance of research for translation into practice. Students engage in creative learning experiences to facilitate clinical reasoning and evaluate nursing research. Students will demonstrate the capacity for measuring and surveying nursing-sensitive and other outcomes used to evaluate quality nursing care and test interventions. Students examine ethical, legal and health policy implications for research. This course serves as the basis for scientific inquiry about human experiences and includes application of theoretical framework in equity centered research to address important problems that require solutions, to expand the state of the science and to integrate evidence for professional nursing practice.

Spring

1 Course Unit

NURS 5480 Negotiations in Healthcare

This course examines the process that leads to change in health care settings and situations. Students will develop skills that lead to effective negotiations in interpersonal and organizational settings. Included in the discussion are: concepts of organizational structure and power, negotiating in difficult situations, and the role of the health care professional in negotiation and change. The course also examines techniques leading to successful implementation of negotiated change in the practice setting. Prerequisite: Undergraduates must have permission of instructor

Fall

1 Course Unit

NURS 5490 Human Resources Management in Healthcare

Today's healthcare industry continues to be highly turbulent in nature presenting many challenges for leaders in the workplace. Competency in workforce planning and recruitment, selection and retention of top talent for organizational innovation and growth are essential for nursing leaders. Utilizing the American Organization for Nursing Leadership (AONL) Competencies (2022) as a curricular guide, this course emphasizes human resources management skills essential for any nurse leader to address employee relations challenges and provide for an enriching work environment.

Summer Term

1 Course Unit

NURS 5530 Innovation & Applied Technology in Health Care

This course is offered to undergraduate and graduate students from across the Penn campus who want to join interdisciplinary teams that tackle health care challenges using technology in the form of games, apps, websites, or other technology. Students from nursing, engineering, computer science, design, marketing, or communication, or other schools or departments will be matched by interest and skill to multidisciplinary teams. Types of technology, theory of gaming, motivation, and incentives to change health behaviors are a few of the topics that may be identified as a project. The course provides a forum for germinating and developing conceptual models, programming, using game theory for therapeutic interventions, and entrepreneurship. Examples of such applications are medication management tools, health risk detectors, games that teach health skills and behaviors, e-prescribing applications, recruitment tools for greater diversity in nursing, applications that improve the workflow in health care settings, and applications that promote patient-centered care.

Spring

0.5 Course Units

NURS 5570 Principles of Palliative Care

This course examines national and global perspectives and clinical issues in the delivery of palliative care with diverse populations in multiple health care settings. Students focus on the care of persons with life-threatening, progressive illness, emphasizing respect for patients' and families' beliefs, values, and choices. Students also explore psychosocial and spiritual dimensions of palliative care. Historical, sociocultural, economic, legal, and ethical trends in palliative care are discussed. Factors affecting health care systems and societal attitudes are considered in evaluating the delivery of care during advanced illness and at the end of life. Students engage in the critical analysis of literature, research, and observational experiences concerning biopsychosocial needs of patients and families. Students acquire competencies in patient/family assessment, communication, decision-making, and interdisciplinary collaboration in palliative care. Prerequisite: Undergraduate Students need permission This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.

Fall

Mutually Exclusive: NURS 3670

1 Course Unit

NURS 5600 Nurses Leading in Complex Care

This course requires students to apply knowledge of complex nursing care situations and environments to facilitate the students' transition to practice. Didactic teaching helps learners to integrate knowledge and skills for nursing practice and develops the ability of students to see nursing practice as part of a complex system. It reinforces systems thinking and complexity, development of a leadership role and skills, inter-professional communication and teamwork, and leading change in healthcare organizations. This course also allows students to develop the capacity for clinical expertise, leadership, and for translating the science of the profession into practice. Advanced simulation experiences and extensive clinical practice in complex care provide multiple opportunities to synthesize the multidimensional aspects of nursing and provide the environment which facilitates transition to professional nursing practice. Students select from a variety of settings in which to refine leadership and practice skills. Principles of leadership, accountability and change will be applied to clinical practice as the student begins to operationalize the professional nursing role.

Fall

Prerequisite: NURS 5300

2 Course Units

NURS 5670 An Evidence-based Approach to Managing Symptoms in Advanced Illness

This course uses an evidence-based approach towards systematic assessment and management of common symptoms and symptom clusters accompanying progressive, life-limiting illnesses within a framework of nationally recognized standards and guidelines for palliative and end-of-life care. Students are prepared to apply principles of palliative management to diverse patient populations across clinical settings including acute, primary, long-term, and community care. Refer to course syllabus or email course faculty for respective requirements.

Prerequisite: Junior and senior undergraduates may be admitted with course faculty permission

Spring

1 Course Unit

NURS 5700 Foundations of Public Health

This course will provide a topical overview of the inter-disciplinary field of public health and provides grounding in the public health paradigm. Through a series of lectures and recitation sessions, students will learn about the history of public health and the core public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental health, and policy and management. Other topics include ethics in public health, context analyses (specifically sociographic mapping and urban health), community participation in research, public health promotion, and the prevention of chronic and infectious diseases.

Fall

1 Course Unit

NURS 5701 Breastfeeding & Human Lactation

Human milk is recognized universally as the optimal diet for newborn infants. Suboptimal breastfeeding rates are a global public health issue. Despite the World Health Organization recommending early exclusive breastfeeding with continued breastfeeding through at least age 2, these recommendations are not being met. Less than 50% of infants are breastfed within the first hour of birth and only 40% of infants receive exclusive human milk for the first 6 months. The World Health Organization has promoted breastfeeding as a primary preventive health strategy for over 25 years. In January 2011, the United States Surgeon General released a Call for Breastfeeding Action stating, “we all have a role in helping mothers to breastfeed”. Through classroom and clinical experiences, this course will provide an in-depth examination of the anatomy and physiology of lactation, essential aspects of establishing and maintaining lactation, and the nurses’ role in counseling the breastfeeding family. Emphasis will be placed on current research findings from around the world.

Mutually Exclusive: NURS 3610

1 Course Unit

NURS 5702 Human Caring, Therapeutic Relationships, and Psychedelic-Assisted Therapy (PAT)

In this elective course, psychedelic-assisted therapy (PAT) through the lens of caring, including Jean Watson’s Theory of Human Caring, the use of psychedelic-assisted therapy is placed in theoretical, philosophical, ethical, and legal contexts. Consideration of this emerging domain of care for health, function, and wellbeing is considered in a small group seminar and in conjunction with leading guest experts. Students who plan to be nurses, physicians, psychotherapists, and other health professionals join in an interdisciplinary analysis of current developments in science and care. Understandings of compassion, empathy, and relational caring are employed to explore what creates safe, effective, equitable, and inclusive care to support health, function, and wellbeing.

Fall

Mutually Exclusive: NURS 3040

1 Course Unit

NURS 5730 Innovation in Health: Foundations of Design Thinking

Innovation, defined as a hypothesis-driven, testable, and disciplined strategy, is important to improve health & healthcare. Employing new ways of thinking, such as with design thinking, will help open up possibilities of ways to improve health & the process of healthcare. Incorporating current & emerging social & digital technologies such as mobile apps, wearables, remote sensing, and 3D printing, affords new opportunities for innovation. This course provides foundational content & a disciplined approach to innovation as it applies to health & healthcare. A flipped classroom approach with the in-class component focusing on group learning through design thinking activities. The course is open to undergraduate nursing students as a case study & upper-level undergraduates and graduate students from across the Penn campus. The course provides a theoretical foundation in design thinking & may provide an overview of innovation technology & digital strategies as well as social & process change strategies. To enhance the didactic component, students will actively participate in a design case study. Students will be matched by interest and skill level with teams & will work with community-based organizations, healthcare providers and/or innovation partners. Student teams will meet their partners to identify & refine a health or healthcare problem to tackle. Students will work throughout the semester to create an innovative solution that will be pitched to their community-based organization, healthcare provider, and/or innovation partner at the end of the semester.

Fall or Spring

Mutually Exclusive: NURS 3570

1 Course Unit

NURS 5750 Health, Sustainability, Built Environment Design

Placemaking is a powerful tool for healthy communities. This course is open to students in nursing, public health, medicine, environmental policy, planning and design for intersectoral professional work. Through the design of place, including housing, schools, healthcare facilities, and the workplace, the class will investigate the impact of Social Determinants of Health and build a Culture of Health. Course work covers design and planning theory that intersects with diseases, sustainability, climate action and interconnectivity. Case studies, seminars, and tours will help students synthesize how to promote health through the design and development process and to make effective communication to enhance health equity.

Not Offered Every Year

1 Course Unit

NURS 5780 Inquiry-based Innovation for Nursing Practice

This course is designed to further the students’ intellectual curiosity and competency by exploring pathways toward clinical practice, research, and innovative quality improvement. This course focuses on synthesizing knowledge and applying skills for ways of knowing, clinical judgment, service-based clinical inquiry, and improvement science. Students will engage in fieldwork and use concepts previously learned in NURS 5370 Systems Approach for Promoting Safe Nursing Practice to develop and present an innovation project in an area of their interest.

Fall

Corequisite: NURS 5600

1 Course Unit

NURS 5800 Pharmacology of Anesthesia and Accessory Drugs I

This course explores the various routes of anesthetic administration addressing the potential benefits and risk of each. Special emphasis is placed on specific anesthetic agents and their appropriate use. The responses and common complications associated with these agents are discussed.

Fall

1 Course Unit

NURS 5880 The Politics of Women's Health Care

This course will utilize a multidisciplinary approach to address the field of women's health care. The constructs of women's health care will be examined from a clinical, as well as sociological, anthropological and political point of view. Topics will reflect the historical movement of women's health care from an obstetrical/gynecological view to one that encompasses the entire life span and life needs of women. The emphasis of the course will be to undertake a critical exploration of the diversity of women's health care needs and the past and current approaches to this care. Issues will be addressed from both a national and global perspective, with a particular focus on the relationship between women's equality/inequality status and state of health. This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.

Fall

Also Offered As: GSWS 5880

1 Course Unit

NURS 6000 Principles and Practice of Transformative Nursing Education

This course is designed to provide a theoretical foundation to promote excellence in teaching in both faculty and professional development roles. Principles of adult learning theory, learning styles and preferences are explored with a focus on impact for educational design. Students review various learning domains, teaching theories, approaches for curriculum development and a variety of active learning strategies. An examination of documents that inform curriculum development and regulate nursing practice is performed. The major construct of critical thinking and its importance to nursing is explored. General tactics for the use of simulation, approaches for inter-professional collaboration, and methods for evaluating learner competence when educating nurses are reviewed.

Fall

1 Course Unit

NURS 6010 Teaching Nursing in an Academic Environment

This course provides the fundamental knowledge and skills in preparation for teaching in a faculty role in an academic environment. Specific focus is placed on program design, approaches to teaching in didactic, simulation, clinical, and online learning environments, management of didactic and clinical course offerings including effective use of learning management systems, and methods for evaluation of student performance. This course also reviews approaches and resources for working with students who have learning challenges or performance issues.

Spring

Prerequisite: NURS 6000

1 Course Unit

NURS 6020 Teaching Professional Nurses in the Practice Environment

This course provides nurses who are considering working in nursing professional development (NPD) in a variety of practice settings, an overview of the practice environment and roles of NPD practitioners. This course is taken after completing the pre-requisite NURS6000 Principles and Practice of Transformative Nursing Education offering, and uses the most current American Nurses Association Nursing Professional Development Scope & Standards of Practice as a foundation for examining roles and responsibilities of nursing professional development practitioners. Content addresses the who, what, where, when, how, and why of nursing professional development including but not limited to principles related to onboarding/orientation, education and role development, competency management, developing collaborative partnerships, translating evidence-to-practice, facilitating quality improvement, and measuring the value of Nursing Professional Development.

Spring

Prerequisite: NURS 6000

1 Course Unit

NURS 6030 Basic Principles of Nurse Anesthesia Practice II

This course provides students the opportunity to integrate theory and principles into practice within the clinical setting. Scope of practice, role development, ethical and cultural considerations and anesthetic interventions will be introduced and explored in the classroom and simulation suite. The student will transition to the surgical suite to begin clinical fieldwork, where they will progress from the care of healthy patients undergoing minimally invasive surgical procedures to the more complex patients with multiple health issues.

Fall

1 Course Unit

NURS 6040 Adv. Principles of Nurse Anesthesia Practice: Obstetrics, Pediatrics, & Women of Childbearing Age

This course focuses on theory and research from the behavioral and nursing sciences on the psychological and social consequences of on-going illness. In addition, the health policy issues engendered by these problems will be addressed. Prerequisite: Primary Care Majors or instructor permission

Spring

1 Course Unit

NURS 6050 Advanced Principles of Nurse Anesthesia Practice: Cardiac, Vascular, and Thoracic Surgery

The basic principles of anesthesia practice will be expanded upon, focusing on specific populations, including the incidence and prevalence of various disease states. This course explores the special considerations required for the care of cardiac, vascular and thoracic patients undergoing anesthesia. An in-depth analysis of the pre-anesthesia assessment, perioperative considerations and post anesthesia monitoring necessary to facilitate optimal patient outcomes are summarized. Further, evidence-based case studies will be discussed highlighting the epidemiologic considerations for various disease states.

Fall

1 Course Unit

NURS 6060 Adv Principles of Nurse Anesthesia Practice: Neurosurgery, Orthopedics, Pain Management & Trauma

The basic principles of anesthesia practice will be expanded upon, focusing on specific populations, including the incidence and prevalence of various disease states. This course explores the special considerations required for the care of the neurosurgical, orthopedic and traumatically injured patients undergoing anesthesia. An additional focus will be directed towards pain management in the surgical population. An in-depth analysis of the pre-anesthesia assessment, perioperative considerations and post-anesthesia monitoring necessary to facilitate optimal patient outcomes are summarized. Further, evidence based case studies will be discussed, highlighting the epidemiologic considerations for various disease states.

Fall

1 Course Unit

NURS 6070 Advanced Physiology and Pathophysiology

This course will integrate advanced physiology with pathophysiology and clinical implications across the lifespan for advanced nursing practice. Organ systems function and dysfunction from the level of the cell through integrated organ levels will be presented, and the genetic basis of disease will be discussed. Recent scientific advances will be discussed with application to new approaches to disease and symptom management. The interrelationships between basic physiology, clinical pathophysiology, and genetics are emphasized through lecture and case studies. Registration is restricted to students enrolled in the MSN or DNP programs or by permission of instructor.

Fall

1 Course Unit

NURS 6080 Advanced Pharmacology and Therapeutics for Nursing Practice

Advanced principles of clinical pharmacology and therapeutics are applied to the nursing care of individuals across the life-stage spectrum. It focuses on the content and knowledge employed by the advanced practice registered nurse in the management of various conditions and disease states. The course builds on the pharmacology knowledge base acquired in the baccalaureate nursing program. The advanced pharmacology and therapeutics of several common diseases or conditions found in the acute care and primary care setting is presented. This is supplemented with pharmacotherapy modules to meet program specific needs.

Fall or Spring

Prerequisite: NURS 6070 OR NURS 6850

1 Course Unit

NURS 6090 Advanced Principles of Nurse Anesthesia Practice: Special Surgery

This course explores the perioperative evaluation and advanced anesthetic principles related to patient populations undergoing a broad range of surgical procedures. Emphasis is placed on selection and administration of anesthesia to these populations to ensure optimal patient care, safety, monitoring and implementing interventions to prevent and treat common perioperative emergencies. Prerequisite:

Enrollment in NANS program - year 2

Spring

1 Course Unit

NURS 6110 Advanced Principles of Nurse Anesthesia Practice: Problem-Based Learning

Exploration of the conceptual-theoretical basis of nursing. Analysis and evaluation of conceptual models of nursing and nursing theories with emphasis on implications for nursing practice. Prerequisite: Enrollment in CRNA program; year 3

Spring

1 Course Unit

NURS 6120 Principles and Practice of Healthcare Quality Improvement

Healthcare delivery is complex and constantly changing. A primary mission of leading healthcare organizations is to advance the quality of patient care by striving to deliver care that is safe, effective, efficient, timely, cost effective, and patient-centered. The goal of this inter professional course is to provide students with a broad overview of the principles and tools of quality improvement and patient safety in health care while also guiding them through the steps of developing a quality improvement project. It will provide a foundation for students or practicing clinicians who are interested in quality improvement and patient safety research, administration, or clinical applications. As part of this course, students will design and plan for a real quality improvement project in their area of interest within healthcare using the methods and tools taught in the course.

Fall

Also Offered As: HQS 6120

1 Course Unit

NURS 6130 Design for Health Behavior Change

How might we get users of HIV self-tests to report their test results on a mobile app? How might vending machine design reduce soda consumption? How might we reduce alert fatigue in bedside nursing? How might tapping into social norms boost rates of mammography screening or reduce overprescribing of antibiotics? This course explores the answers to these questions and many more through the complementary lenses of design thinking and behavioral economics. Design thinking is a structured approach to innovation and problem solving that puts human needs at the center of solutioning. Behavioral economics, a field at the intersection of psychology and economics, helps us understand the fundamental psychological forces—including cognitive biases, mental shortcuts, and inconsistent time preferences—that might lead us to act against our best interest. With the theoretical insights of behavioral economics and the pragmatic, solutions-focused orientation of design thinking, we will develop and prototype desirable, feasible, and viable interventions to change health-related behaviors. Through lectures on behavioral economics theory, critical discussions of the empirical literature (including ethical and equity considerations), and hands-on practice applying human-centered design techniques to multiple design challenges, students will build relevant, practical expertise in behavioral design for public health and health care innovation. It is recommended students have prior coursework in, or a working knowledge of, epidemiology.

Fall

Also Offered As: PUBH 6080

Prerequisite: PUBH 5060 OR PUBH 5040

1 Course Unit

NURS 6140 Advanced Principles of Nurse Anesthesia Practice- Professional Practice

Population specific topics of concern to nurse anesthetists are reviewed and discussed. Seminal works in the field of anesthesia are reviewed and discussed to facilitate a comprehensive review of contemporary anesthesia practice. The gaps between research and its implementation in practice will be considered. Students will focus on completing a comprehensive review of 1) Basic sciences; 2) Equipment, Instrumentation and Technology; 3) Basic Principles of Anesthesia Practice; and 4) Advanced Principles of Anesthesia Practice as described by National Council on Certification and Recertification of Nurse Anesthetists. Prerequisite: Must be enrolled in the Nurse Anesthesia program

Spring

1 Course Unit

NURS 6230 Effective Nutrition Counseling and Health Education Skills

This online asynchronous course is designed to prepare future healthcare professionals on gaining effective nutrition counseling and health education skills. The essence of the course entails theory and application for promoting effective behavior change and cultural humility while addressing health care bias. Each session builds sequentially on the skills from each preceding session. The culmination of these skills will allow students to effectively develop skills for the role as nutrition counselor or health educator.

Summer Term

Also Offered As: NUTR 6060

1 Course Unit

NURS 6240 Pathogenesis of Mental Disorders and Psychopharmacology Across the Lifespan

The conceptual and practice application of brain-behavior relationships for individuals with psychiatric conditions is developed in this course. Specific biological theories of diagnostic classifications found in the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5). This provides the basis for the development of a fund of psychopharmacology knowledge, critical thinking, and clinical judgment in the application of psychopharmacology agents in the treatment of psychiatric conditions for advanced practice psychiatric mental health nursing practice. Using case study methods to encourage the application of knowledge to clinical practice, the course pragmatically addresses culturally diverse client populations across the lifespan who present with a range of symptom manifestations, at all levels of severity. The course emphasizes evidence-based practice, research based clinical decision making and a holistic approach to integrating the science and biology of the mind with social and behavioral interventions.

Fall

Prerequisite: NURS 6070

1 Course Unit

NURS 6250 Clinical Modalities Across the Life Cycle in Advanced Practice Psychiatric Mental Health Nursing

Crisis intervention, brief psycho-therapy, group processes and practices, milieu therapy, and intervention with families are examined as they relate to nursing practice in mental health.

Summer Term

1 Course Unit

NURS 6260 Family and Organizational Systems Across the Life Span

This course presents Bowen Family Systems Theory as it applies to families over the life and organizations over time. This is a theoretical course whose purpose is to provide the student with a broad, systemic perspective on human functioning. The course begins with a detailed presentation of Systems Theory, from both a family and organizational perspective. As presented there is a continual compare and contrast to other dominant theories of human functioning. It then applies the concepts of Systems Theory to the understanding and assessment of the stages of the normal family life cycle from a multi-generational, multi-cultural perspective. This is followed by discussions of the theory's application to the emotional problems of children, adolescents, adults and their families. Likewise, application to organizational behavior is made, including health care organizations. Relevant research is discussed throughout.

Summer Term

1 Course Unit

NURS 6280 Mental Health and Aging

An examination of the psycho-socio-cultural processes which influence the behavior patterns, coping, and adaptation of older adults. The course emphasizes strategies to promote mental health as well as assessment, presentation, and intervention in the major acute and chronic psychiatric disorders affecting the older adult.

Spring

1 Course Unit

NURS 6290 Basic Principles of Nurse Anesthesia Practice

The fundamental concepts learned in Advanced Physical Assessment and Clinical Decision Making will be used as a foundation to inform the basics of anesthesia practice. Assessment of the patient is reviewed with a specific focus on the anatomic and physiologic issues involved in the administration, maintenance and recovery from anesthesia. In addition, the course will encompass an overview of anesthesia history, nurse anesthesia practice and the perioperative environment. The student will transition to the surgical suite to begin clinical fieldwork at the conclusion of the course. Prerequisite: enrollment in NANS program, year

1

Fall

1 Course Unit

NURS 6360 Pain Science and Practice

This interprofessional course focuses on the biopsychosocial aspects of pain and pain management from the perspectives of individualized pain care, scientific discoveries, evidence-based practice and cross-disciplinary learning. Content includes an integrated overview of the neurobiology of pain, psychosocial aspects of the pain experience, pain assessment and outcomes measurement, pharmacological and nonpharmacological approaches to the treatment of acute and chronic pain syndromes, national health policies for pain, evidence-based guidelines and best practices, and interprofessional care delivery models. Peripheral and central modulation of pain, neuroanatomical pathways, neurochemical mediators, and genetics are examined as the basis for explaining pain perception, behaviors and responses to treatments. Pain assessment and management for vulnerable populations are addressed along with strategies to reduce pain treatment disparities. Several acute and chronic (persistent) pain syndromes are discussed across the continuum of care (e.g., primary care, hospital, outpatient pain centers, and home care). Current research findings and evidence-based guidelines are applied to interprofessional collaboration and clinical decision-making to promote optimal care and outcomes for persons experiencing pain. Through case-based and directed learning, classroom simulation, and interactive discussions with national leaders spanning multiple disciplines, students acquire a strong scientific and practice foundation in the clinical care of persons with acute and chronic pain.

Spring

Also Offered As: MED 5360

1 Course Unit

NURS 6370 Introduction to Research Methods and Design

The relationships among nursing theory, research and practice will be examined. An emphasis will be placed on research competencies for advanced practice nurses (APNs), including understanding nursing research methods and strategies in order to evaluate research results for applicability to practice and to design projects for evaluating outcomes of practice. An understanding of statistical techniques will be integrated into the course and build on the required undergraduate statistics course. Published nursing research studies will be evaluated for scientific merit and clinical feasibility, with a focus on evidence-based practice. Please note, the online version of this course has a synchronous component (live online class sessions). See department for meeting days/times. Prerequisite: Undergraduate Statistics Class, Must hold an RN license

1 Course Unit

NURS 6410 Autism Spectrum Disorder: Prevalence, Etiology, Screening and Assessment

Through classroom and clinical experiences, this course provides an overview of the public health problem of autism spectrum disorder (ASD). Content addresses the natural history, etiology, rising prevalence, risk factors, and core features. Changes in prevalence statistics and possible causes are outlined. These subjects are described in general terms for an overall picture of the disorder. Taking a developmental approach, students begin case management and follow a family through screening, diagnosis and treatment planning. Key information is elaborated through case studies. The course highlights the important and evolving role of nurses in the care of people with ASD. Content is supported by the scientific literature. Students' clinical experiences start the identification of and collaborative work with a family that has a young child with ASD. The student follows that family and the child through diagnosis, treatments and long term planning. This case approach allows the student to work with the same family over the entire post-masters program to learn the value of interdisciplinary, contiguous care. Prerequisite: Junior and senior undergraduate students may be admitted with course faculty permission. Post-BSN students only

Fall

1 Course Unit

NURS 6420 Health and Behavioral Care Planning and Intervention for Autism Spectrum Disorder

Through classroom and clinical experiences, this course focuses on the application of various treatment approaches to the management of acute and chronic problems of autism spectrum disorder. Approaches to behavioral, psychological and medical co-morbidities are explored, practiced and evaluated. Students' clinical experiences build on the previous semester and continue with the application of class instruction to patient and family care. The student works closely with behaviorists, psychologists and occupational therapists to integrate nursing care planning with other services. This case approach continues, and exposure to a second family is added to expand learning opportunities and develop nursing services.

Spring

1 Course Unit

NURS 6430 Leadership, Advocacy, and the Practice of Integrated Nursing Care of Autism Spectrum Disorder

Emphasis is on the synthesis of course content practice. Through classroom and clinical experiences, students critically examine the role of nursing in the life-long care of people with ASD, and identify ways to expand the scope of nursing care for this vulnerable population. Students explore the availability of services in the community and discuss approaches to patient advocacy. Students have opportunities to select an area of specialization to develop specific practice expertise. Such areas are Diagnosis and Referral Practices (e.g. ADOS Training), Behavioral Therapy Training (e.g. Applied Behavioral Analysis), and clinical research. Practical issues of collaboration and reimbursement for services are explored. Students' clinical experiences are designed to facilitate scholarship, independence and advanced specialization in a chosen component of ASD care, for example, behavioral analysis, screening and/or diagnosis, or an agenda for research. Students identify and implement an independent project.

Summer Term

1 Course Unit

NURS 6440 Health Care in an Aging Society

Individual and societal influences on the care of older adults are examined in detail within the context of an emerging health care system. Normal changes in physical and psychological health are explored in depth. Significant issues affecting care of older adults and their families at the global and national level are discussed.

Spring

1 Course Unit

NURS 6460 Primary Care: Diagnosis and Management of Adults Across the Lifespan

This course focuses on development of critical thinking skills to address health care problems of adults across the lifespan, with an emphasis on middle-aged and older adults, develop differential problem solving skills and determine appropriate management interventions. The management of common acute and chronic health conditions will include evidence based primary preventions, drug and treatment therapeutics, and referral to other health care providers. Students have the opportunity to build on previously acquired skills and to apply concepts of primary care to manage the health problems of adults across the lifespan.

Fall

Prerequisite: NURS 6570

Corequisite: NURS 6470

1 Course Unit

NURS 6470 Primary Care Clinl Practicum: Diagnosis & Mgmt of Adults across the Lifespan

Management and evaluation of primary care problems of middle-aged and older adults in a variety of ambulatory and occupational settings. Opportunity to implement the role of the nurse practitioner with middle-aged and older adults and their families in the community. Interdisciplinary experiences will be pursued & collaborative practice emphasized. Students are expected to assess and begin to manage common chronic health problems in consultation with the appropriate provider of care. The initiation of health promotion & health maintenance activities with individuals and groups is stressed. Includes 16 hours a week of clinical experience with a preceptor.

Fall

Prerequisite: NURS 6570

Corequisites: NURS 6080, NURS 6460

1 Course Unit

NURS 6480 Primary Care: Complex Diagnosis and Management of Adults across the Lifespan

This course will build on concepts presented in the Diagnosis and Management of Adults across the Lifespan (NURS 646) course. The focus is on refining health assessment skills, interpreting findings, developing and implementing appropriate plans of care to meet common health maintenance needs of adults and to promote the health of adults with more complex health problems with an emphasis on the frail adult. The student will gain increased expertise in communication skills, health assessment skills, interpreting findings, epidemiological concepts and developing and implementing plans of care. The emphasis will be placed upon managing an aging population with complex, chronic healthcare needs and promoting healthy behaviors across the lifespan.

Spring

Prerequisite: NURS 6460 AND NURS 6470

Corequisite: NURS 6490

1 Course Unit

NURS 6490 Primary Care Cln Practicum: Complex Diagnosis & Mgmt of Adults across the Lifespan

The focus of this course is the application of concepts presented in the Complex Diagnosis and Management of Adults Across the Lifespan (NURS 648) including initial workups of new patients, and the evaluation and management of patients with self-limiting acute problems, or stable chronic illnesses. Students will gain increased clinical expertise in a variety of community-based clinical settings including but not limited to health maintenance organizations, community clinics, long term care, assisted living, continuing care retirement communities, occupational health settings, and private practice. The student will gain increased expertise in communication skills, health assessment skills, interpreting findings, applying epidemiological concepts and developing and implementing plans of care for adults across the lifespan with health maintenance needs, and/or common acute and chronic health problems.

Spring

Corequisite: NURS 6480

1 Course Unit

NURS 6500 Systems Thinking in Patient Safety

This blended online/in-classroom graduate level course integrates principles of systems thinking with foundational concepts in patient safety. Utilizing complexity theories, students assess healthcare practices and identify factors that contribute to medical errors and impact patient safety. Using a clinical microsystem framework, learners assess a potential patient safety issue and create preventive systems. Lessons learned from the science of safety are utilized in developing strategies to enhance safe system redesign. Core competencies for all healthcare professionals are emphasized, content is applicable for all healthcare providers including, but not limited to, nurses, pharmacists, physicians, social workers and healthcare administrators, and may be taken as an elective by non-majors.

Spring

Also Offered As: HQS 6500

1 Course Unit

NURS 6510 Healthcare Informatics

Healthcare systems and consumers today are becoming increasingly reliant on information technology. The objective of this course is to provide a foundation for knowledge about health information technology and to expose students, clinicians, and administrators to the breadth of tools and systems currently used in practice. We will explore topics such as mobile health applications/telehealth and their implications for clinical practice and impact on patient outcomes; electronic health records, data analytics, and visualization tools and how these can effectively be used to support decision making and patient care.

Summer Term

1 Course Unit

NURS 6540 Nursing Administration Practicum I

See syllabus.

0.5 Course Units

NURS 6541 Healthcare Delivery Systems

Through online coursework and mentored field experiences, students explore the impact of national and state policies on access to and delivery of equitable healthcare services across the care continuum. Mechanisms used by various healthcare organizations for identifying and addressing the care needs of target populations are examined including community outreach. Aggregate clinical and administrative data are reviewed to identify trends and inform planning to improve population health outcomes. Based on diverse sources of scientific evidence and stakeholder input, students recommend approaches to address care delivery gaps and advocate for related changes in healthcare reimbursement policies. Furthermore, students examine methods for leveraging the innovative use of health information technologies to improve access to coordinated healthcare services.

Summer Term

Prerequisite: NURS 7480

1 Course Unit

NURS 6550 Nursing Administration Practicum II

See syllabus.

Fall or Spring

Prerequisite: NURS 6990

0.5 Course Units

NURS 6551 Nursing Leadership Capstone

This course provides students with an immersive experience in which they apply various leadership and evidence-based tools to complete a scholarly project within a healthcare organization. In collaboration with respective faculty project leads and site preceptors, students develop project objectives, interventions and evaluate actual or prospective outcomes including a financial analysis. Students utilize various project management tools and closely engage with key stakeholders related to the project. Students also create personal learning objectives aimed at further leadership skill development. This course requires that students complete at least 240 field hours (direct and indirect).

Spring

Prerequisite: NURS 5490 AND NURS 6120 AND NURS 6500 AND

NURS 7480 AND NURS 7900

1 Course Unit

NURS 6560 Professional Role Issues for Nurse Practitioners

This course is intended for students planning a career that involves primary health care delivery. It includes lectures, discussions, readings, and projects focused on health, social, economic and professional factors influencing health care delivery in the community.

Fall

1 Course Unit

NURS 6570 Advanced Physical Assessment and Clinical Decision Making

This didactic/laboratory course is designed to help future advanced practice nurses develop advanced clinical assessment skills. Provider-patient interaction, data collection, and hypothesis formulation are emphasized. All participants engage in live practice with fellow students, and/or models, and consenting patients. This course is to be taken the semester before clinical begins.

1 Course Unit

NURS 6580 Clinical Management of Primary Care with Young Families

Assessment and treatment of the young child in ambulatory care settings is the focus of this developmentally organized course. This course provides the nurse practitioner student with the necessary knowledge and experience to assist individuals with the most common health problems, including acute episodic illness as well as stable chronic disease. The concepts of health promotion and health maintenance are integrated throughout the curriculum. Using a developmental framework, the maturational tasks and problems of children and their families in relation to illness and health are explored.

Fall or Spring

Prerequisite: NURS 6560 AND NURS 6570

Corequisite: NURS 6590

1 Course Unit

NURS 6590 Clinical Practicum: Primary Care with Young Families

Management and evaluation of primary care problems of children in a variety of ambulatory settings. Opportunity to implement the role of nurse practitioner with children and their families in the community occurs under the guidance of faculty and experienced preceptors. The initiation of health promotion and health maintenance activities with individuals and groups is stressed. Collaborative, interdisciplinary practice is emphasized as students assess and manage common problems in consultation with an appropriate provider of care. 20 hours a week of clinical experience with a preceptor is arranged.

Fall or Spring

Prerequisite: NURS 6560 AND NURS 6570

Corequisite: NURS 6580

1 Course Unit

NURS 6600 Clinical Practice with Select Populations: Adolescents

Focus on assessment and treatment of adolescents in a variety of settings. Didactic emphasis is on the special needs encountered among adolescents. This course adds to the student's previous knowledge and skill in the delivery of primary care. Working with this specific population the student gains necessary knowledge and experience in assisting individuals with most common health problems, including acute episodic illness and stable chronic disease, as well as health promotion needs.

Summer Term

Prerequisite: NURS 6580 AND NURS 6590

1 Course Unit

NURS 6610 Clinical Management of Primary Care with Adults

Assessment and treatment of younger adults in ambulatory care settings is the focus of this clinical course. The course provides the nurse practitioner student with the necessary knowledge and experience to assist individuals with most common health problems, including acute episodic illness. The concepts of health promotion and health maintenance are integrated throughout the curriculum. Using a developmental framework, maturational tasks and problems of the adult and family in relation to illness and health are explored.

Summer Term

Prerequisite: (NURS 6460 AND NURS 6470) OR (NURS 6900 AND NURS 6910)

1 Course Unit

NURS 6630 Advanced Concepts in Primary Care

In conjunction with the development of advanced clinical skills, students focus on advanced practice role development and the study of issues in health service delivery related to the practice of primary health care. Economics, case management and cultural/ethical aspects of care are discussed.

Summer Term

1 Course Unit

NURS 6640 Advanced Practice for Oncology Care

Students are introduced to cancer epidemiology and pathophysiology, cancer genetics, prevention, risk assessment and reduction for specific cancers, screening techniques, diagnostic procedures and criteria, and local and systemic therapies used to treat cancer. The influence of individual characteristics on health promotion, health behaviors, population cancer risk, and cancer detection are explored in the context of biological, psychological, socioeconomic and sociocultural factors across age groups from adolescents to older adults. Evidence-based practice guidelines and research are applied to promote healthy lifestyles, monitor cancer risk, address psychosocial issues, facilitate access to care, and reduce health care disparities for populations at risk and diagnosed with cancer, and cancer survivors. Online course with both synchronous and asynchronous components. Students are also required to attend two days of on-campus instruction in the fall semester.

Permission to take this course as an elective must be approved by the course faculty.

Fall

1 Course Unit

NURS 6660 Effects of Cancer and Cancer Therapy

Principles of cancer treatment, associated responses and symptom management are presented. Emphasis is on the development of advanced clinical decision making skills in identifying multiple alterations resulting from cancer and cancer therapy. Online course with both synchronous and asynchronous components. Students are also required to attend two days of on-campus instruction in the spring semester. Permission to take this course as an elective must be approved by the course faculty.

Spring

1 Course Unit

NURS 6670 Oncology Practice: Cancer Assessment, Diagnosis, & Management

This course utilizes a clinical framework to explore commonly encountered cancers. Students critically examine specific cancers with respect to prevention and screening, diagnosis and staging, evidence-based treatment, and follow-up care. Students systematically analyze clinical data and contemporary evidence to diagnose and manage cancer related symptoms and complications of cancer therapies. Clinical scenarios are employed within the context of complex histories, sociocultural influences, and age and gender specific variations to develop individualized cancer management plans. Political, economic, and social issues as applicable to cancer care are also explored.

Summer Term

Prerequisite: NURS 6640 AND NURS 6660

1 Course Unit

NURS 6700 Principles of Adult Gerontology Acute Care I

This didactic course examines the epidemiology, assessment, diagnostic approaches, management, and evaluation of acutely or critically ill or chronically complex ill adults across the adult-older adult age spectrum. Students explore the dynamic interplay between the pathophysiologic basis of disease and the psychosocial and socio-cultural responses to acute and critical illness and injury as they develop clinical decision-making skills. An evidence-based approach to nursing and medical management including pharmacologic and non-pharmacologic modalities is emphasized. Diseases, infections, and prevention issues related to the cardiovascular and pulmonary systems commonly encountered by adults-older adult age spectrum are covered.

Fall

Prerequisite: NURS 6070

1 Course Unit

NURS 6710 Principles of Adult Gerontology Acute Care II

This didactic course examines the epidemiology, assessment, diagnostic approaches, management, and evaluation of acutely or critically ill or chronically complex ill adults across the adult-older adult age spectrum. Students explore the dynamic interplay between the pathophysiologic basis of disease and the psychosocial and socio-cultural responses to acute and critical illness and injury as they develop clinical decision-making skills. An evidence-based approach to nursing and medical management including pharmacologic and non-pharmacologic modalities is emphasized. Diseases, infections, and prevention issues related to the gastrointestinal, genitourinary, and neurological systems commonly encountered by adults-older adult age spectrum are covered.

Spring

Prerequisite: NURS 6070 AND NURS 5470 AND NURS 6370

1 Course Unit

NURS 6720 Principles of Adult Gerontology Acute Care III

In this didactic course, students learn to integrate their advanced pharmacology and pathophysiology background with their understanding of acute illness and injury. The focus is on the evidence-based management of patients with oncologic, psychiatric and auto-immune disorders. Students develop skills to create a differential diagnosis when an adult/older-adult presents with a constellation of symptoms. Common and atypical presentations of illness and disease are explored. Focus is placed on holistic care including the psychosocial, cultural and spiritual aspects of patients' response to their illness or injury. Epidemiology, assessment, diagnosis, management, and advanced clinical decision making based on current clinical research are emphasized.

Summer Term

Prerequisite: NURS 5470 OR NURS 6370

1 Course Unit

NURS 6730 Advanced Clinical Decisions in Adult Gerontology Acute Care

This didactic and fieldwork course focuses on development of a systematic approach to advanced physical assessment, the use and interpretation of diagnostic technologies, and development of diagnostic reasoning as it applies to patient management of the adult-older adult acutely ill or injured patient. Emphasis is placed on development of competence to perform a comprehensive history and physical examination, incorporating the analysis of biotechnological data trends, determining a prioritized differential diagnosis, and use clinical judgement to determine the healthcare needs for acutely ill and/or chronically complex patients across the adult age continuum.

Fall

Prerequisite: NURS 6070 AND NURS 6570

Corequisite: NURS 7640

1 Course Unit

NURS 6740 Adult Gerontology Acute Care NP: Professional Role and Clinical Practicum I

In this course, students explore issues relevant to the role of the Acute Care Nurse Practitioner within the multiple layers of the American Health Care System. The development of advanced clinical competencies and clinical decision-making abilities will be emphasized. Strategies to maintain continuity in the patient's psychosocial support system and nursing and medical management in the face of a fragmented health care system will be discussed. Reimbursement issues, role development, and nursing interventions will be introduced and discussed in the classroom, and principles will be applied in the clinical practicum.

Spring

Prerequisite: NURS 6070 AND NURS 6080 AND NURS 6570 AND NURS 6700 AND NURS 6710 AND NURS 6730 AND NURS 7640

1 Course Unit

NURS 6750 Adult Gerontology Acute Care NP: Professional Role and Clinical Practicum II

This course focuses on the role of the Adult Gerontology Acute Care Nurse Practitioner and the expansion of advanced clinical competency and clinical decision-making abilities. Clinical experiences in acute care settings provide the student with opportunities to explore multiple governmental, social, and personal resources available to acutely ill and injured adults. The application of advanced nursing, medical and biopsychosocial knowledge in the management of patients and the collaboration between the nurse practitioner and the patient, family and other health care professionals are emphasized.

Summer Term

Prerequisite: NURS 6740

1 Course Unit

NURS 6760 Obesity and Health

This 14-week online course introduces the learner to the etiology, prevalence, and pathophysiology of obesity in children and adults. This series of asynchronous sessions focuses on the biological, genetic, and environmental causes of obesity and highlights the impact of obesity on chronic disease.

Spring

Also Offered As: NUTR 6760

Mutually Exclusive: NURS 3130, NURS 5130

1 Course Unit

NURS 6810 Applied Physiology for Nurse Anesthesia I

This course provides an in-depth analysis of the anatomy, physiology and pathophysiology of the respiratory system and related anesthetic implications. Students learn concepts of pulmonary mechanics, neural control of breathing, and ventilation/perfusion as they relate to oxygen, anesthetic delivery, and metabolism. This learning supports the integration of effects of compromised pulmonary function and implications for the patient and anesthesia plan. There is a review of the fundamental concepts of pulmonary physiology from the cell to the organ level framing a foundation of normal physiology before proceeding to pathophysiology content. Advanced knowledge of the pulmonary system in health and disease is presented from the physiological perspective.

Summer Term

1 Course Unit

NURS 6820 Applied Physiology for Nurse Anesthesia II

This course provides an in-depth analysis of the anatomy, physiology, and pathophysiology of the cardiovascular, renal, immunologic, and hematological systems and related anesthesia implications. Emphasis is placed on the assessment of the patient with common disorders of these systems. Nurse anesthesia care related to patients undergoing surgeries involving each system is discussed. The foundational concepts from pulmonary physiology are used as the underpinnings for discussing key concepts of the circulatory system.

Fall

Prerequisite: NURS 6810

1 Course Unit

NURS 6830 Applied Physiology for Nurse Anesthesia III

This course provides an in-depth analysis of the anatomy, physiology and pathophysiology of the neurological, gastrointestinal, and endocrine systems with a focus on anesthesia implications. Emphasis is placed on the assessment of the patient with common disorders of these systems.

Spring

Prerequisite: NURS 6820

1 Course Unit

NURS 6850 Advanced Developmental Physiology and Pathophysiology

This course will address advanced human embryology, physiology and pathophysiology. Biochemical genetics and the genetic basis of disease will be discussed. Normal fetal development and physiology of organ systems will be used as the foundation for understanding the pathophysiology of disease across the lifespan. Prerequisite:

Undergraduate course in Anatomy & Physiology

Fall

1 Course Unit

NURS 6860 Well Women Health Care, Theory

This course focuses on the management and evaluation of physical, emotional, socio-cultural and educational needs of gynecologic primary health care of women from adolescence through post-menopausal years.

The content is directed at expanding the expertise of the student in meeting the primary women's health care needs in contemporary society. Social influences that have an impact on women's lives are also explored.

Fall

Also Offered As: NURS 7810

Prerequisite: NURS 6070 AND NURS 6570

1 Course Unit

NURS 6880 Complementary/Alternative Therapies in Women's Health

The dramatic rise in the use of complementary and alternative medicine (CAM) by the American public requires that the contemporary health care practitioner have an awareness of CAM therapies and modalities currently available. The end result of this course will not be proficiency in the practice of any of these modalities in particular, but rather a basic understanding of each approach to common conditions and their potential contribution to health and well-being. The focus of the CAM modalities discussed in this course will center on their use in women's health care provision.

Fall

1 Course Unit

NURS 6900 Family Focused Primary Care of the Middle-Aged and Older Adult

This course focuses on primary care problems encountered by middle-aged and older adults and their families. Students have the opportunity to build on previously acquired skills and to apply concepts of primary care to manage the complex health problems of middle-aged and older adults.

Spring

Prerequisite: NURS 6560 AND NURS 6570

Corequisite: NURS 6910

1 Course Unit

NURS 6910 Clinical Practicum: Family Focused Primary Care of the Middle Aged and Older Ad

The focus of this course is the evaluation and management of primary care problems in middle-aged and older adults. Students will have an opportunity to implement the role of the nurse practitioner in the clinical setting. Interdisciplinary collaborative experiences will be essential to the clinical practicum. The initiation of health promotion and health maintenance activities with individuals, groups and families is stressed. Students are expected to assess and manage common chronic health problems in the clinical setting.

Spring

Prerequisite: NURS 6560 AND NURS 6570

Corequisite: NURS 6900

1 Course Unit

NURS 6930 Professional Issues in Midwifery

In-depth discussion of current issues facing the profession of nurse-midwifery which impact on professional education, certification, and practice. Includes ethical, legal, and political aspects of nurse-midwifery practice.

Fall

Prerequisite: NURS 7870 AND NURS 7880

Corequisite: NURS 7860

1 Course Unit

NURS 6980 Public Health Considerations for Human Milk and Breast/Chest Feeding

In this course students will examine the multiple spheres that impact family's infant feeding decisions in the United States and globally. Despite longstanding recommendations by the World Health Organization, less than 40% of infants receive exclusive human milk for the first 6 months. Students will examine the social, economic, political, industry, and policy influences related to human milk and breastfeeding/chest-feeding. This interdisciplinary course provides students from multiple schools (nursing, public health, dental, medical, college, and others) the opportunity to gain a comprehensive perspective of the issues surrounding infant feeding. Students will be challenged to identify evidence-based solution, in order to improve the health of our society through the lifesaving medical intervention of human milk and breastfeeding.

Spring

1 Course Unit

NURS 6990 Advanced Roles in Administrative Nursing Practice

Offered at the end of the Nursing and Health Care Administration or Health Care Leadership programs, this course prepares the graduate for entry into a myriad of administrative or leadership roles. Students will explore role responsibilities for various levels of management positions; health care consultants; health policy advocates; global health leaders; staff development directors; and administrators in non-traditional settings i.e., journal editors, professional associations etc. Prerequisite: For Students of the Nursing Administration and Healthcare Leadership Only

Summer Term

1 Course Unit

NURS 6991 Advances in Nursing Leadership

Through asynchronous and synchronous online classes, students explore the roles and accompanying responsibilities of various nursing leaders across the healthcare industry. Students also examine these roles within the context of organizational structure, culture, and opportunity for interdisciplinary collaboration. Approaches for advancing nursing leadership and professional practice are evaluated including developing and mentoring leaders, strategic and succession planning, effectively communicating across diverse audiences, advocating for ideal practice environments, and optimizing scope of practice within various care delivery models.

Summer Term

Prerequisite: NURS 7480

1 Course Unit

NURS 7050 Advanced Practice Nursing Practice: Psychiatric Mental Health NP I

Supervised advanced psychiatric mental health nursing practice with children, adolescents and their families, or adults and/or older adults and their families in a variety of settings, depending on the subspecialty option selected. Focus is on clinical assessment/diagnosis and decision-making. A minimum of 16 hours of practice and 3 hours of small group supervision is required.

Fall

1 Course Unit

NURS 7060 Advanced Practice Nursing Practice: Psychiatric Mental Health NP II

Supervised advanced psychiatric mental health nursing practice with children, adolescents and their families, or adults and/or older adults and their families in a variety of settings, depending on the subspecialty option selected. Refinement and development of clinical intervention with an increasingly diverse caseload. A minimum of 16 hours of practice and 3 hours of small group supervision is required.

Spring

1 Course Unit

NURS 7070 Advanced Practice Nursing Practice: Psychiatric Mental Health NP III

Supervised advanced psychiatric mental health nursing practice with children, adolescents and their families, or adults and/or older adults and their families in a variety of settings, depending on the subspecialty option selected. Outcome evaluation, termination and professional role development. A minimum of 16 hours of practice and 3 hours of small group supervision is required.

Summer Term

1 Course Unit

NURS 7140 Manag of Crit Ill Child w/ Acute/Chronic Cond: Nurs of Crit Ill Child Adv Clinical

Management of Critically Ill Children with Acute and Chronic Conditions: Nursing of Critically Ill Children and Advanced Clinical This clinical course is designed with emphasis on continued development of advanced clinical decision-making skills in the care of critically ill children. Emphasis is placed on knowledge and skills that allow the advanced practitioner to efficiently and effectively manage children who are dependent upon or assisted by technological devices to carry out life processes.

Summer Term

Prerequisite: NURS 7360

1 Course Unit

NURS 7150 Common Management Issues of Children with Acute and Chronic Conditions: Pediatric Oncology

This course examines the unique contribution made by nurses with advanced clinical skills in the care of children with oncologic and hematologic disorders, and their families, from the time of diagnosis throughout the treatment period and beyond. The course provides the student with the most recent advances in knowledge about cancer in childhood. While the focus is on oncology, hematologic disorders as well as AIDS will be discussed. Recent methods of treatment and the nursing management of children and their families will be addressed.

Fall

1 Course Unit

NURS 7200 Nursing of Children Theory I: Child and Family Development

This course focuses on developmental theories and concepts that form the basis for nursing assessment and intervention with children and families. Emphasis is given to current research and issues in child and family development and functioning.

Fall

1 Course Unit

NURS 7210 Advanced Physical Assessment Across the Life Span and Clinical Decision Making: Nursing of Children

This clinical course is designed to help prospective advanced practice nurses develop advanced skills in physical and developmental assessment both across the lifespan and with a specific focus on children in a variety of settings. Data collection, data interpretation, and hypothesis formulations are emphasized for the purpose of clinical decision making. The role of the advanced practice nurse in assessment of child health care issues and health promotion is incorporated throughout the course. Community collaboration and evaluation of social determinants of health, as integral aspects of assessment, will be an ongoing focus.

Fall

1 Course Unit

NURS 7310 High-Risk Neonate, Theory

This course focuses on the care of high-risk neonates within the context of the family unit. The biological and psychosocial aspects are studied as a basis for nursing practice. Emphasis is placed on the role of the Advanced Practice nurse in improving services to high-risk neonates with the purpose of decreasing mortality and morbidity rates and improving the quality of life of high-risk newborns and infants.

Spring

Prerequisite: NURS 7210

Corequisite: NURS 7330

1 Course Unit

NURS 7330 Clinical Practicum for the High Risk Neonate

This clinical course focuses on the care of the high risk infant within the context of the family unit. Clinical experiences provide students with opportunities to expand their skills in managing the care of infants, both acutely ill and growing neonates. Students continue their experiences with neonatal nurse practitioners to examine role issues of these individuals.

Spring

Prerequisite: NURS 7210

Corequisite: NURS 7310

1 Course Unit

NURS 7340 Intermediate Principles of Pediatric Acute Care

This course focuses on evidenced based care for infants, children, and adolescents with complex acute and chronic health conditions. Emphasis is placed on developing a framework for practice based on a synthesis of knowledge from biological, behavioral, and nursing sciences through the process of advanced clinical decision making. The student gains the necessary clinical management skills to provide specialized patient centered care across the entire pediatric age spectrum from complex chronic illness to physiologic deterioration and life threatening instability with emphasis on the patient and family as a full partner in decision making.

Spring

Prerequisite: NURS 7200 AND NURS 7210 AND (NURS 6070 OR NURS 6850)

Corequisite: NURS 7350

1 Course Unit

NURS 7350 Pediatric Acute Care NP: Professional Role and Intermediate Clinical Practice

This course focuses on the implementation of the professional role of the Pediatric Acute Care Nurse Practitioner (PNP-AC). Particular emphasis is placed on the role components of the nurse practitioner in pediatric acute care. Applications of nursing, biological and behavioral science are emphasized in the advanced clinical assessment, clinical decision making and management skills needed to care for complex, unstable acutely and chronically ill children and their families. The role of the advanced practice nurse in promoting optimal child/family outcomes is emphasized.

Spring

Prerequisite: NURS 7200 AND NURS 7210 AND (NURS 6070 OR NURS 6850)

Corequisite: NURS 7340

1 Course Unit

NURS 7360 Advanced Principles of Pediatric Acute Care

This course expands the student's understanding evidenced based care for infants, children, and adolescents with complex acute and chronic health conditions. Emphasis is placed on advancing a framework for practice based on a synthesis of knowledge from biological, behavioral, and nursing sciences through clinical decision making. The student continues to gain the necessary clinical management skills to provide specialized patient centered care across the entire pediatric age spectrum from complex chronic illness to physiologic deterioration and life threatening instability with emphasis on the patient and family as a full partner in decision making.

Summer Term

Prerequisite: NURS 7340 AND NURS 7350

Corequisite: NURS 7370

1 Course Unit

NURS 7370 Pediatric Acute Care Nurse Practitioner: Professional Role and Advanced Clinica

This course focuses on the implementation of the professional role of the Pediatric Acute Care Nurse Practitioner (PNP-AC). This course adds to the students' previous knowledge and skills and prepares them to deliver care to children of any age who require frequent monitoring and intervention. Applications of nursing, biological and behavioral science are emphasized in the advanced clinical assessment, clinical decision making and management skills needed to care for complex, unstable acutely and chronically ill children and their families.

Summer Term

Prerequisite: NURS 7340 AND NURS 7350

Corequisite: NURS 7360

1 Course Unit

NURS 7400 Advanced Practice Concepts for the Childbearing Family

This course focuses on developing an understanding of the roles of the Neonatal Nurse Practitioner in meeting the needs of the pregnant person and their family during the normal and at-risk courses of the birthing person and infant.

Fall

1 Course Unit

NURS 7410 Mgmt of Chldrn with Acute and Chronic Conditions: Nursing of Children in the Community Adv Clinical

This clinical course focuses on the implementation of the role of the advanced practice nurse with particular emphasis on providing continuity of care for children with specialized health needs across their transitions in sites of care delivery and throughout phases in the cycle of their illnesses. Application of nursing, biological and behavioral science is emphasized in the community aspects of clinical assessment and management of children with health care needs and their families.

Summer Term

Prerequisite: NURS 7360

1 Course Unit

NURS 7430 Fetal Evaluation

This course focuses on identifying at risk and high risk maternal fetal dyads, developing knowledge relating to assessment of fetal well being, and understanding the implications of obstetric, non obstetric, and fetal complications on the management of the high risk pregnancy. Additionally the course provides an understanding of the scientific basis for new technologies used to evaluate at risk and high risk populations. Information about the physics of ultrasound, pulse echo imaging, and doppler techniques will be provided. Students must be able to practice ultrasound skills while in this course.

Spring

Prerequisite: NURS 6070

Corequisites: NURS 7830, NURS 7840

1 Course Unit

NURS 7450 Data Analytics

This course approaches statistics from both applied and theoretical perspectives in order to develop an understanding of the ways that data are analyzed and reported. The course is situated in healthcare data analytics and the varied ways existing/new data is analyzed and results communicated. Focus is given to learning the appropriate application, including decision-making for analysis plan, and interpretation of statistical analyses. The course addresses data transformation, effect size and power analysis, clinical significance, parametric and non-parametric statistical tests including t-tests, analysis of variance, chi square, correlation, linear and logistic regression and other methods of analyses for continuous and categorical data. Emphasis is placed on understanding why statistical methods are chosen, developing a cohesive analysis plan, applying best practices for data preparation and management, executing an analysis and using statistical software programs, including conduct of analyses, review of output and interpretation using existing software programs.

Fall

Prerequisite: NURS 7890 AND NURS 6370

1 Course Unit

NURS 7480 Leadership Development in Healthcare

This course will provide a conceptual and theoretical framework for examining the concepts of leadership, planned change and power/empowerment within selected environments; namely, health systems, health and public policy arenas, and professional and civil societies. Content will focus on characteristics of personal and professional leadership, places and types of leadership, theories of leadership and planned change processes and specific tools and practical experiences in leadership development.

Fall

1 Course Unit

NURS 7490 History, Health and Social Policy

This course explores the impact of historical ideas, events, and actors on current issues in health and illness care. Topics include the movement from hospitals to health care systems; the changing definitions of professionalism and professional practice patterns; and the ways historical context shapes definitions of leadership roles and theoretical knowledge.

Spring

1 Course Unit

NURS 7500 Inquiry and Nursing

This course introduces students to the process of intellectual inquiry. It explores the intellectual foundations of scholarly disciplines in general and the discipline of nursing in particular. Emphasis is placed on the process of knowledge development, with particular emphasis on historical, philosophical, positivist, and gendered and phenomenological ways of knowing. Emphasis is also placed on having students develop their particular intellectual approach to disciplinary inquiry and on formulating ideas for publications and presentations. Prerequisite: PhD Student

Fall

1 Course Unit

NURS 7510 Clinical Fieldwork for Nurse Anesthesia Practice I

This course provides students the opportunity to integrate theory into practice within the clinical setting. The focus is on the development of diagnostic, therapeutic, ethical, and cultural judgments with the perioperative patient. Students' progress from the care of healthy patients undergoing minimally invasive surgical procedures to the more complex patient with multiple health issues. Clinical preceptors are experienced CRNAs or anesthesiologists who act as mentors to facilitate the learning process. Students' progress along the learning continuum as they integrate theory into practice and assume the role of the advanced practice nurse. The student begins to develop an advanced practice nursing role that integrates role theory, nursing theory, and research knowledge through clinical practice.

Fall

1 Course Unit

NURS 7520 Clinical Fieldwork for Nurse Anesthesia Practice II

This course provides the opportunity for students to integrate theoretical knowledge and research findings into practice within the clinical setting. The clinical progression allows students to provide anesthesia care to patient with complex, multisystem problems. Selected surgical specialty rotations begin, introducing the student to the particular requirements for these special situations. Techniques for managing the acute pain of clients are also emphasized. The student grows in the ability to individualize a plan of care specific to the patients' needs and surgical requirements. The student also now possesses the ability to combine theories and skills in selected clinical situations. The guidance of CRNA faculty preceptors contributes to the development of the students critical thinking.

Spring

1 Course Unit

NURS 7530 Evolving Nursing Science

We will examine concepts, propositions, and theories from specific areas of nursing science, investigating the adequacy of existing knowledge in specific areas of nursing science and the beliefs and assumptions that underlie that knowledge. Generalizability or transferability of the knowledge will be addressed. The impact of knowledge on nursing practice and health policy will be evaluated. Prerequisite: PhD Students and faculty permission required.

Spring

1 Course Unit

NURS 7540 Quantitative Research Design and Methods

This one semester survey course provides an overview of quantitative clinical research design and methods. Ethical and legal considerations in human subjects research, access to patient populations, sampling designs and power analysis, experimental and non-experimental designs, measurement of variables, data collection techniques, and data management are included. This course is intended for doctoral students in the health sciences. Prerequisite: Students must have completed at least one doctoral-level statistics course. PhD Students

Spring

Prerequisite: NURS 7500

1 Course Unit

NURS 7550 Clinical Fieldwork for Nurse Anesthesia Practice III

Integration of non-experimental quantitative research designs and methodologies, including common statistical techniques for analyzing resulting data. Statistical techniques examined include: factor analysis, multiple regression, canonical correlation, causal modeling, and logistic regression. Power analysis of statistical tests to estimate sample size discussed. Data analysis practice using computer software integrated throughout course.

Summer Term

1 Course Unit

NURS 7560 Nurse Anesthesia Residency I

This course is the first and second of four residencies that provide the nurse anesthetist student the opportunity to attain competencies within the Certified Registered Nurse Anesthesia (CRNA) scope of practice. Throughout the residency, the nurse anesthesia resident will utilize appropriate clinical judgment to manage the complex medical, physical and psychosocial needs of clients in the perioperative phases. Further refinement of the patient assessment, anesthesia administration, and critical thinking skills will be emphasized. Students' progress by providing anesthesia care for patients throughout the continuum of health care services. The guidance of CRNA faculty preceptors contributes to the development of the independence of the CRNA student. Collaborative practice within a care team model is emphasized and the student assumes more overall responsibility for the quality of care for the patients throughout the perioperative experience, with clinical support as required. Prerequisite: Enrollment in NANS program, year 2

Fall

1 Course Unit

NURS 7570 Nurse Anesthesia Residency II

This course is the second of four residencies that provide the nurse anesthetist student the opportunity to attain competencies within the Certified Registered Nurse Anesthesia (CRNA) scope of practice. Throughout the residency, the nurse anesthesia resident will utilize appropriate clinical judgment to manage the complex medical, physical and psychosocial needs of clients in the perioperative phases. Further refinement of the patient assessment, anesthesia administration, and critical thinking skills is emphasized. Students progress by providing anesthesia care for patients throughout the continuum of health care services. The guidance of CRNA faculty preceptors contributes to the development of the independence of the CRNA student. Collaborative practice within a care team model is emphasized and the student assumes more overall responsibility for the quality of care for the patients throughout the perioperative experience, with clinical support as required. Prerequisite: Enrollment in NANS program, year 2

Spring

Prerequisite: NURS 7560

1 Course Unit

NURS 7580 Nurse Anesthesia Residency III

This course is the third of four residencies that provide the nurse anesthetist student the opportunity to attain competencies within the Certified Registered Nurse Anesthesia (CRNA) scope of practice. Throughout the residency, the nurse anesthesia resident will utilize appropriate clinical judgment to manage the complex medical, physical and psychosocial needs of clients in the perioperative phases. Further refinement of the patient assessment, anesthesia administration, and critical thinking skills will be emphasized. Students' progress by providing anesthesia care for patients throughout the continuum of health care services. The guidance of CRNA faculty preceptors contributes to the development of the independence of the CRNA student. Collaborative practice within a care team model is emphasized and the student assumes more overall responsibility for the quality of care for the patients throughout the perioperative experience, with clinical support as required.

Summer Term

Prerequisite: NURS 7570

1 Course Unit

NURS 7590 Nurse Anesthesia Residency IV

This course is the fourth of four residencies that provide the nurse anesthetist student the opportunity to attain competencies within the Certified Registered Nurse Anesthesia (CRNA) scope of practice. Throughout the residency, the nurse anesthesia resident will utilize appropriate clinical judgment to manage the complex medical, physical and psychosocial needs of clients in the perioperative phases. Further refinement of the patient assessment, anesthesia administration, and critical thinking skills is emphasized. Students progress by providing anesthesia care for patients throughout the continuum of health care services. The guidance of CRNA faculty preceptors contributes to the development of the independence of the CRNA student. Collaborative practice within a care team model is emphasized and the student assumes more overall responsibility for the quality of care for the patients throughout the perioperative experience, with clinical support as required. Prerequisite: Enrollment in NANS program, year 3

Fall

Prerequisite: NURS 7570

1 Course Unit

NURS 7600 Nurse Anesthesia Residency V

This course is the fourth and final residency that will provide the nurse anesthetist student the opportunity to attain competencies within the Certified Registered Nurse Anesthesia (CRNA) scope of practice. Throughout the residency, the nurse anesthesia resident will utilize appropriate clinical judgment to manage the complex medical, physical and psychosocial needs of clients in the perioperative phases. Further refinement of the patient assessment, anesthesia administration, and critical thinking skills is emphasized. Students' progress by providing anesthesia care for patients throughout the continuum of health care services. The guidance of CRNA faculty preceptors contributes to the development of the independence of the CRNA student. Collaborative practice within a care team model is emphasized and the student assumes more overall responsibility for the quality of care for the patients throughout the perioperative experience, with clinical support as required.

2 Course Units

NURS 7640 Advanced Technologies & Clinical Decisions in Acute Care

This course applies a technology assessment framework to examine numerous advanced technologies employed in the care of acutely or critically ill and/or chronically complex patients. Students investigate how technologies are used to assess, diagnose, manage and/or evaluate the health status of patients. Students enhance their decision-making regarding the benefits and limitations of each technology through the use of evidence-based research. Students are introduced to the psychomotor skills used to perform select invasive procedures.

Fall

Prerequisite: (NURS 6070 AND NURS 6570) OR (NURS 6850 AND NURS 7210)

1 Course Unit

NURS 7680 Role of the Clinical Nurse Specialist

This clinical course provides students the opportunity to apply CNS theory to practice and enables students to develop strategies to overcome barriers to safe, quality healthcare delivery. Students acquire knowledge and skills characteristic of CNS practice particularly as it relates to clinical judgment, facilitation of learning, advocacy and moral agency, caring practice and response to diversity.

Fall

1 Course Unit

NURS 7690 Clinical Nurse Specialist Clinical I

This clinical course provides students the opportunity to apply CNS theory to practice and enables students to develop strategies to overcome barriers to safe, quality healthcare delivery. Students acquire knowledge and skills characteristic of CNS practice particularly as it relates to clinical judgment, facilitation of learning, advocacy and moral agency, caring practice and response to diversity.

Spring

Prerequisite: NURS 6570

1 Course Unit

NURS 7700 Clinical Nurse Specialist Clinical II

This clinical course focuses on the application of CNS theory to practice. Students focus on furthering the development of the knowledge and skills related to the core competencies of the CNS. Strategies to improve provider and system issues related to the provision of care to the population of interest are developed, implemented and evaluated. Developing leadership in the development of system-wide or healthcare policy is promoted. Advocating for the individual, family, caregiver and population of interest needs within the context of clinical practice and policy making is encouraged.

Summer Term

Prerequisite: NURS 6570

1 Course Unit

NURS 7710 Principles of Population Health: Advancing Equitable Outcomes

This course is focused on population health across the healthcare delivery continuum. A population-based approach to the collection, analysis, and interpretation of health data will be emphasized. Case examples focused on public health prevention, disease management of populations, emergency preparedness, and workforce health & well-being will be used to illustrate the application of population health to nursing practice. By integrating principles of epidemiology and public health, students will examine determinants of health and evaluate how health outcomes are distributed across populations. Students will explore collaborative partnerships, information systems, policies, and methodologies to promote equitable population health outcomes. Students will reflect on strengths as nurse leaders to lead evidence-based change in population health.

0.5 Course Units

NURS 7720 Introduction to Healthcare Policy

This course will help students develop skills in health policy and health systems analysis through critical review and discussion of leading health and social policy issues, including the structure of the U.S. health care system, the policy initiatives that have shaped it, and the roles of the government, the private sector, and consumers and advocacy groups. The course identifies economic incentives in the US healthcare system and highlights the impact these incentives have on population health.

0.5 Course Units

NURS 7730 Fundamental Principles of Healthcare Economics and Finance

In this course, students will gain an understanding of fundamental principles related to the economics and business of health care. Students will develop literacy in healthcare finance and understanding of the financial competencies involved in complex decisions for health care organizations in a variety of settings. This course is designed to facilitate the student's knowledge and application of financial principles related to the provision of healthcare services, and to prepare for analysis of the financial impact of clinically-led initiatives. Course content includes a formative overview of the health care landscape, fundamentals of economics, review of the financial planning cycle, including budgeting, variance review and cost-benefit analysis. It will also introduce the basics of reimbursement by third party health insurers, as well evolving payment models. The course capstone provides an opportunity for students to apply their skills in developing the building blocks of a business case to support strategic planning, to implement intentional solutions, to advance policy for clinical advancement, or to ensure access to appropriate resources for innovations in care.

0.5 Course Units

NURS 7740 Principles and Practice of Healthcare Informatics

Healthcare systems and consumers today are becoming increasingly reliant on information technology. In this course, students expand their knowledge and skills in using health information systems and technology as tools to evaluate and improve patient and system outcomes. Additionally, students explore how data is collected, extracted, and analyzed to improve patient and population outcomes, and facilitate organizational and system-level decision-making.

0.5 Course Units

NURS 7750 Quality Improvement and Patient Safety

This foundational course introduces advanced nursing practice learners to the key principles of healthcare quality improvement and patient safety, including systems thinking, the theory of knowledge, understanding measurement and variation, and understanding the psychology of change. Utilizing complexity theories, students critically assess healthcare practices, identifying factors that contribute to medical errors and affect patient safety. The course leverages insights from the science of safety, guiding students to formulate proactive strategies for the safe redesign of healthcare systems. Students reflect on the importance of inter-professional collaboration and fostering a "just" culture committed to fairness, openness, and psychological safety, all vital for maintaining high reliability and ensuring safe, high-quality care delivery.

0.5 Course Units

NURS 7760 High Risk Neonate Theory II

This course examines specific pathophysiological mechanisms which may result in body system failure. Strategies for clinical management are examined based on a synthesis of biological, behavioral, medical, pharmacological, and nursing knowledge. Theoretical analysis of the roles of the advanced practitioner with critically ill patients is emphasized.

Summer Term

Prerequisite: NURS 7310 AND NURS 7330

Corequisite: NURS 7770

1 Course Unit

NURS 7770 High Risk Neonatal Clinical II

This clinical course is designed with emphasis on continued development of advanced clinical skills in the care of critically ill children. Emphasis is placed on integration of the roles of the advanced practitioner. This course adds to the student's previous knowledge and skills in advanced practice and prepares them to manage care of critically ill children.

Summer Term

Prerequisite: NURS 7310 AND NURS 7330

Corequisite: NURS 7760

1 Course Unit

NURS 7780 High Risk Neonatal Clinical III

This clinical course is designed with emphasis on continued development of advanced clinical decision-making skills in the care of critically ill children. Emphasis is placed on knowledge and skills that allow the advanced practitioner to efficiently and effectively manage children who are dependent upon or assisted by technological devices to carry out life processes.

Summer Term

Prerequisite: NURS 7760 OR NURS 7770

1 Course Unit

NURS 7800 Health Care of Women and Primary Care

The focus of this course is a clinical approach to primary care problems commonly encountered by women in an ambulatory setting. This course provides the women's health care nurse practitioner and midwifery student with the knowledge and problem solving approach to assist individuals with the most common health problems, including acute episodic illness as well as stable chronic disease. The concepts of health promotion and health maintenance are integrated throughout the curriculum.

Summer Term

1 Course Unit

NURS 7805 Primary Care in Midwifery

Midwives provide primary care from adolescence throughout the lifespan to all individuals who seek midwifery care, inclusive of all gender identities and sexual orientations. Midwifery primary care includes health promotion, disease prevention, risk assessment and management, and individualized wellness education and counseling with a special focus on health inequities and the impact of structural racism. Students in this course learn to apply the Midwifery Model of Care to address common primary care health problems.

Summer Term

.5 Course Units

NURS 7810 Well Women Health Care, Theory

This course focuses on the management and evaluation of physical, emotional, socio-cultural and educational needs of gynecologic primary health care of women from adolescence through post-menopausal years. The content is directed at expanding the expertise of the student in meeting the primary women's health care needs in contemporary society. Social influences that have an impact on women's lives are also explored.

Fall

Also Offered As: NURS 6860

Prerequisite: NURS 6070 AND NURS 6570

1 Course Unit

NURS 7815 Midwifery I

Midwives provide gynecologic care from adolescence throughout the lifespan and prenatal care to all individuals who seek midwifery care, inclusive of all gender identities and sexual orientations. Midwifery care includes health promotion, disease prevention, risk assessment and management, and individualized wellness education and counseling with a special focus on health inequities and the impact of structural racism. Students in this course learn to apply the Midwifery Model of Care to address common gynecologic health concerns and prenatal care in the ambulatory setting.

Fall

Prerequisite: NURS 7805

3 Course Units

NURS 7820 Well Women Health Care, Clinical

This clinical course further prepares students in understanding and developing the Women's Health Care Nurse Practitioner and Nurse-Midwifery roles. This clinical course focuses on the management and evaluation of physical, emotional, socio-cultural and educational needs of gynecologic primary health care needs of women from adolescence through post-menopausal years. Emphasis is placed on promoting and maintaining wellness, clinical decision making, systematic health interview, physical assessment, interpretation of laboratory findings, and diagnosis and treatment of gynecological problems.

Fall

Prerequisite: NURS 6070 AND NURS 6570 AND NURS 7800

Corequisite: NURS 7810

1 Course Unit

NURS 7825 Midwifery II

Midwifery practice encompasses the independent provision of care during pregnancy, childbirth, and the postpartum period as well as care for the healthy newborn during the first 28 days of life with a special focus on health inequities and the impact of structural racism. Students in this course learn to apply the Midwifery Model of Care to address care of the birthing person, family, and newborn in the intrapartum, postpartum, and newborn periods.

Spring

Prerequisite: NURS 7805 AND NURS 7815

3 Course Units

NURS 7830 Health Care of Childbearing Women, Theory

The antepartum course builds upon the well-woman health care course. The focus is management of prenatal care for the childbearing family. Conceptual threads of public policy and ethics are integrated within the content to help students to identify broader implications for prenatal care. Content includes theory and practice related to nurse-midwifery/ nurse practitioner management of the normal pregnant woman, and nurse-midwifery/ nurse practitioner management and strategies to reduce selected obstetric complications.

Spring

Prerequisite: NURS 7810 AND NURS 7820

Corequisites: NURS 7430, NURS 7840

1 Course Unit

NURS 7835 Midwifery III

Midwifery Care, as defined by the American College of Nurse Midwives, encompasses the independent provision of care during pregnancy, childbirth, and the postpartum period; sexual and reproductive health; gynecologic health; and family planning services, including preconception care. Midwives also provide primary care for individuals from adolescence throughout the lifespan as well as care for the healthy newborn during the first 28 days of life with a special focus on health inequities and the impact of structural racism. In this course, students hone their skills and integrate their knowledge in all areas of midwifery care in an intensive setting, to prepare for their entry into the profession.

Summer Term

Prerequisite: NURS 7805 AND NURS 7815 AND NURS 7825

2 Course Units

NURS 7840 Health Care of Childbearing Women, Clinical

This course focuses on the management and evaluation of the childbearing women and their families in primary care settings. The course presents the opportunity to implement the role of the Nurse Practitioner with the childbearing woman and her family. The focus is on comprehensive physical, psychosocial and educational management of women and their families during pregnancy and postpartum.

Spring

Prerequisite: NURS 781 AND NURS 782

Corequisites: NURS 7430, NURS 7830

1 Course Unit

NURS 7850 Integration I

Intensive integration of theory and clinical practice in women's health care with emphasis on ambulatory care. Clinical practice in all areas of ambulatory women's health care, teaching rounds, case presentations, and seminars with professional colleagues.

Summer Term

Prerequisite: NURS 7830 AND NURS 7840

1 Course Unit

NURS 7860 Integration II: Midwifery Integration

Intensive integration of theory and clinical practice in women's health care with emphasis on intrapartum, postpartum, and newborn care. Clinical practice during the intrapartum and postpartum, teaching rounds, case presentations, and seminars with professional colleagues.

Fall

Prerequisite: NURS 7830 AND NURS 7840

Corequisite: NURS 6930

1 Course Unit

NURS 7870 Intrapartum / Postpartum / Newborn Care, Theory

Anatomy and physiology relevant to the care of the women and their families during the intrapartum, postpartum and newborn periods. Includes management of selected obstetrical emergencies and medical complications.

Summer Term

Prerequisite: NURS 7830 AND NURS 7840

Corequisite: NURS 7880

1 Course Unit

NURS 7880 Intrapartum / Postpartum / Newborn Care, Clinical

Clinical care and management of women, newborns and their families during the intrapartum, postpartum and newborn periods. Includes management of selected obstetrical emergencies and medical complications. Clinical assignments related to module objectives.

Summer Term

Corequisite: NURS 7870

1 Course Unit

NURS 7890 Principles of Patient Safety & Quality Improvement in Healthcare

This course integrates principles of systems thinking with foundational concepts in patient safety. Utilizing complexity theories, students assess healthcare practices and identify factors that contribute to medical errors and impact patient safety. Lessons learned from the science of safety are utilized in developing strategies to enhance safe system redesign. Students review the significance of inter-professional teamwork and a "just" culture, and the importance of high reliability organizations on safe and high-quality healthcare delivery. Through the review of basic tools, and examination of frameworks in healthcare quality improvement, students develop approaches to inform a comprehensive view of systems issues. Various process improvement tools, and evaluation methods are explored in the context of innovative methods for improving healthcare quality.

Fall

1 Course Unit

NURS 7900 The Business of Healthcare: Principles of Finance, Accounting and Economics

In this course, students will focus on the business of health care and the financial competencies needed to manage complex health care organizations. This course integrates the basic principles of accounting, finance, and health care economics with business planning. It is designed to facilitate the student's knowledge and application of financial principles in the health care setting. Course content includes an overview of the health care landscape, basics of health insurers, introduction to budgeting, cost-benefit analysis, an overview of the financial planning cycle, operating budget development and labor variance analysis. The course culminates with an opportunity for students to apply their skill sets in performing an environmental scan and developing a business case.

Fall or Spring

1 Course Unit

NURS 7960 Diagnosis and Management of Adult Gerontology Acute Care Patients I

This on-line, didactic course is designed for the practicing nurse practitioner or clinical nurse specialist who seeks to gain additional knowledge and skills related to the care of adult gerontology acutely ill patients with a specific focus on cardiovascular and pulmonary systems, thoracic issues, infectious processes, wound healing and diabetes. Particular focus is placed on specific issues related to the older adult such as frailty, dehydration, loss of functional mobility, falls, and other geriatric syndromes. The basics of ECG, CXR and PFT interpretation, ABG analysis and ventilator modes are highlighted. This course examines the epidemiologic, assessment, diagnostic, management and evaluation of acutely or critically ill adults across the adult-older adult age spectrum. An evidence-based approach to nursing and medical management including pharmacologic and non-pharmacologic modalities is emphasized. Prerequisite: For Streamlined Adult Gero Program Students Only
Fall, Spring, and Summer Terms
1 Course Unit

NURS 7970 Diagnosis and Management of Adult Gerontology Acute Care Patients II

This online didactic course, designed for the practicing nurse practitioners or clinical nurse specialists seeking to gain knowledge and skills relative to care of adult gerontology acute care patients, focuses on the medical and surgical issues of the neurological, renal, gastrointestinal, hematological, oncologic and orthopedic systems. This course examines the epidemiology, assessment, diagnosis, management and evaluation of acutely or critically ill adults across the adult-older adult age spectrum. An evidence-based, interprofessional team approach to the nursing and medical management of patients is emphasized. Prerequisite: For Streamlined Adult Gero Program Students Only
Fall, Spring, and Summer Terms
Prerequisite: NURS 7960
1 Course Unit

NURS 7980 Adult Gero Acute Care NP: Prof Role & Clinical Practicum for Primary Care Prepa

This online didactic course and accompanying clinical fieldwork focuses on issues essential to the implementation of the role of the Adult Gerontology Acute Care Nurse Practitioner. Clinical fieldwork focuses on the unique assessment, diagnosis, management and evaluation of acutely, critically and complex chronically-ill adults, across the adult age continuum, experiencing acute, urgent and emergent conditions, using both physiologically and technologically derived data. Evaluating for physiologic instability and potential life-threatening conditions is emphasized. Attention is given to the typical and atypical presentation of syndromes and constellation of symptoms exhibited by adults and older adults experiencing complex acute, critical and complex chronic illness. Issues related to the transition of patients through the health care system are explored. Collaboration between the nurse practitioner, patient, family and interprofessional healthcare team are encouraged. Prerequisite: For Streamlined Adult Gero Program Students Only
Fall, Spring, and Summer Terms
Prerequisite: NURS 7960
0-1 Course Unit

NURS 7990 MSN Clinical Remediation

Students whose clinical performance would benefit from additional clinical exposure in order to demonstrate the expected competencies are, with course faculty and faculty advisor approval, eligible to register for NURS 799. This experience will be allotted no more than one credit unit and must be completed in a time frame not to exceed one academic semester. A course may be remediated only one time.
Not Offered Every Year
1 Course Unit

NURS 8000 Dissertation Seminar I

Advanced study and research in nursing leading to the completion of the dissertation proposal. Prerequisite: PhD Students
Fall
1 Course Unit

NURS 8090 Hillman Scholar Seminar in Nursing Innovation

This course is designed to provide an exploration of innovation in society, health care, and nursing. It will provide a broad overview of innovation from historical to current times and from a variety of disciplines. It will focus on promoting innovation and discovery and its translation to policy, the health care system and nursing practice. Emphasis is placed on having scholars develop their individual approach to innovation and strategize implementation and evaluation strategies for innovation. Prerequisite: Selection as a Hillman Scholar in Nursing Innovation; 1.5 hour seminar every other week until completion of PhD courses with Hillman Scholar.
Fall or Spring
1 Course Unit

NURS 8100 Statistics I

This is the first course in a sequence of two courses designed to provide a broad overview of statistics and its applications to research in the health sciences. Topics covered will include techniques for describing and summarizing observations, for assessing associations among variables, and for determining the extent to which chance may be explaining and/or influencing the observed results. Following inference and basic hypothesis tests, bivariate and multivariable linear modeling techniques will be introduced with an emphasis on application and interpretation, diagnostics and model selection. Emphasis is on application of these techniques to the analysis of health science data. Students will learn how to choose, apply, and interpret commonly used statistical tests and predictive models. Students will be working with a common existing dataset throughout the sequence. In addition, students will gain experience using a commonly used statistical software package, to analyze real world data.
Fall
1 Course Unit

NURS 8110 Statistics II

This is the second in a sequence of two courses designed to provide a broad overview of statistics and its applications to research in the health sciences. Building on the previous course the course will include logistic, Poisson, survival, and repeated measures modeling. Special topics will include mediation and moderation and analytic concepts related to experimental designs along with power analysis and sample size calculations. Emphasis is on application and ethical implications of these techniques to the analysis of health science data. Students will continue to work with an existing dataset and gain experience using a commonly used statistical software package, to analyze real world data.
Spring
Prerequisite: NURS 8100
1 Course Unit

NURS 8130 Qualitative Paradigm Empirical Nursing Research

Study of selected qualitative paradigm empirical research approaches, including design and methodology. Critique of selected qualitative research reports from the literature of nursing and related disciplines. Fieldwork exercise and research proposal required. Prerequisite: PhD Students

Fall

1 Course Unit

NURS 8140 Doctoral Seminar: Ethics and Nursing

A critical review of the theoretical and empirical literature dealing with bioethics, nursing ethics, moral development, women's ethics and specific ethical concerns in health and illness care. Students will study topics related to their own interests/needs, guided by the instructor in relation to the discipline of ethics. Prerequisite: PhD Students

Spring, odd numbered years only

1 Course Unit

NURS 8150 Advanced Nursing Leadership

Advanced Nursing Leadership provides a framework for critically examining concepts of nursing leadership within the context of the individual, the interprofessional team, and the healthcare environment. It encourages students to apply strategies for leading diverse teams with a focus on equity-minded nursing, ethical practice, and advanced communication skills. Students will explore relationship-building with partners at all levels of influence, considering both direct leadership and methods to promote professional growth in others. Business planning, entrepreneurial, and intrapreneurial principles will be introduced, equipping students to develop strategic plans and initiatives that align with organizational goals and drive sustainable change. Additionally, students will examine the nurse leader's role in shaping organizational culture and creating agile, inclusive, and innovative practice environments across health systems and professional organizations.

1 Course Unit

NURS 8160 Advanced Evidence Based Practice

This course focuses on advancing understanding of evidence-based practice (EBP), including the steps, methods, and foundational components of DNP project development. The course provides students with an in-depth understanding of how to locate, critically appraise, and interpret research findings to promote evidence-based practice change. Students will develop a literature search question that answers or addresses a problem at their practice and/or project site. Students will gather peer-reviewed scientific articles, use appraisal tools to assess the strength and quality of the evidence, and consider project and practice implications. This course provides students with practical tools that can be used beyond the classroom, empowering students to initiate their DNP project work in clinical settings. Through coursework and assignments, students will develop and conduct a literature search, gather and sort evidence, interpret research findings, evaluate the quality and strength of existing evidence, synthesize the evidence, and discuss how the evidence will be applied and utilized to guide clinical practice improvements and DNP project design.

1 Course Unit

NURS 8180 Families and Research

This seminar will explore issues related to research of families. Included in the ongoing discussion will be an analysis of nursing and other theories in relationship to research of families. Methodological issues related to research of families will be discussed, as will the analysis of family data and measurement issues common to research of families.

The seminar will conclude with an agenda for future directions to research of families. Prerequisite: PhD Students

Spring, even numbered years only

1 Course Unit

NURS 8190 Seminar on the Social History of Nursing

This course will involve a guided review of the pertinent literature relating to the history of technology in 20th century America. The focus will include a critical examination and review of the social origins and implications of technological development and diffusion in healthcare. Various theoretical frameworks in the history of technology will be closely examined in attempt to assist the student in the development of their own framework. Prerequisite: PhD Students

1 Course Unit

NURS 8220 Seminar on the Social History of Nursing

This course involves a guided review of the pertinent literature relating to the social and intellectual history of nursing in the late 19th and 20th century. Students will critically examine and review the origins and implications of history and social justice concepts for interdisciplinarity, equity, what we consider as evidence, knowledge and research priorities, innovation, technology, and relevant healthcare issues. This guided review focuses on the United States as well as global perspectives.

Fall

1 Course Unit

NURS 8240 Health Equity: Conceptual, Linguistic, Methodological, and Ethical Issues

The course focuses on advanced analysis and evaluation of theories, concepts, and methods related to health equity. Topic areas include models and frameworks of health equity; linguistic choices related to equity, disparity, and vulnerability; role of economics, class, gender, sex, sexuality, race, and ethnicity; health equity in special populations; and issues in health policy, research ethics, and research methods. Emphasis is on advanced discourse and analysis of health equity theory and research. Prerequisites: PhD Students

Fall, odd numbered years only

1 Course Unit

NURS 8250 Seminar on Integrative Science in Aging

This fall semester interprofessional seminar will prepare students and fellows to identify appropriate measurement tools for use in aging research. We will specifically focus on analysis of selected concepts, models and measures central to the integrative science in aging. Topics include measurement of geriatric syndromes, models commonly used in integrative science of aging, outcomes of evidence-based care in older adults, regulatory and ethical issues specific to the conduct of research with older adults. Prerequisite: PhD Students

Spring

1 Course Unit

NURS 8260 Advanced Qualitative Research Methods

The course extends beginning qualitative research methods skills to a more advanced level. Students planning a dissertation or career focus in qualitative or mixed methods may use the course to refine interest and skill. The focus of the course centers on interactionist perspectives and collective analysis though methods tangential to these perspectives. Standpoint and participatory methods and analysis may be considered given sufficient student interest. Students are actively involved in selection and critique of seminal and critical readings. Students must have at their disposal a suitable dataset with commensurate permissions or have plans to collect qualitative data amenable to analysis during the course term. This data base can be from previous research proposals and fieldwork can be used as the building blocks for the course assignment(s). The course will focus on data collection, analyses, interpretation, and presentation of results. Skill building will center on collection and management of data; analytic technique including comparative, narrative, and text analysis; development and management of coding schemas; abstraction and development of situation specific theory; and dissemination and diffusion of findings, theories, and relevance to similar phenomena and use in practice. Prerequisite: Phd Students

Spring

1 Course Unit

NURS 8280 Response to Chronic Illness: Theory and Research

Millions of people of all ages live with chronic illness(es). A diagnosis of a chronic illness is a life-changing event, causing disruption and a sense of loss for many. Common early responses are stress, anxiety, depression, fear, and anger. Over time, with support and experience with the illness, many adjust. But, others report persistent feelings of loss due to physical, emotional, spiritual/existential, social, occupational, and/or financial influences of chronic illness. Those who adjust the best typically find a way to return a sense of normalcy to their lives. Loved ones and caregivers are equally affected by chronic illness and much has been written in recent years about caregiver burden. However, some individuals (caregivers and patients) report positive responses to illness, including a deepened purpose for living and a reordering of life priorities. The focus of this course is on individual responses to chronic illness—the person diagnosed and his/her loved ones. This course is intended to complement N818, which focuses on families and dyads dealing with chronic illness. In this course we will explore the major theoretical perspectives that underlie this field. The literature describing common responses of both those diagnosed and their loved ones as well as the social and cultural context that helps explain the responses of individuals facing chronic illness will be examined. Methods used to study chronic illness will be explored in depth.

Fall

1 Course Unit

NURS 8300 Conducting Research in Global Women's Health

An introduction to theoretical and methodological issues as they relate to conducting research in global women's health. Advanced analysis of historical, social, cultural, economic, political, technological and geographical contexts as they influence the health of girls and women across the lifespan and their relation to health care systems as both clients and providers. This includes contextual issues that constrain the provision & receipt of adequate healthcare. Prerequisites: Completion of course in Global Health (this may include a reputable online course eg: Coursera), or equivalent background (eg. global health field experience). Permission of Instructor. For graduate and professional students from any field with an interest in global women's health; Master students by permission of instructor. A critical examination of theoretical and methodological issues pertaining to research on women and girls conducted around the world across disciplines. A focused and intensive exploration of place as it pertains to women and girls formal and informal structures of health care delivery as those needing and/or seeking health care, and as those providing health care to others. Students will examine the multiple dimensions and qualities of these endeavors (e.g. activity, power, control, visibility, value, and remuneration) and the intersection of gender and health - locally, globally and across borders. Students will focus their examination on the implications of seeking and providing health care for women's and girls' health and well-being. By examining issues in local and global contexts and across geographical boundaries, students will have the opportunity to challenge gendered, class, political, and cultural assumptions related to women's health.

Fall

Also Offered As: GSWS 8300

1 Course Unit

NURS 8330 Measurement of Health-Related Behavior and Determinants

This one semester seminar will provide a detailed overview of measurement of health-related behaviors and determinants of behavior. The course will cover characteristics of measures, data collection, and how to apply the science of measurement to specific health research questions. The course will emphasize This one semester seminar will provide a detailed overview of measurement of the intersection of self-report measures with biological and physical measures, and the use of newer technologies to collect data and improve data quality. Students will integrate concepts and topics covered in the course as they work on a measurement project in their specific area(s) of interest and engage in problem-solving with their peers. This course is intended for doctoral student and advanced masters-level students in the health sciences.

1 Course Unit

NURS 8340 Practical Applications in Health Policy, Population Health, and Healthcare Economics

This doctoral-level nursing course delves into the evaluation of health policy, emphasizing practical applications in population health and healthcare economics. Students will critically analyze contemporary health policy frameworks and seek to understand the economic implications of health policies on diverse populations. The course covers essential topics such as the role of social determinants of health, historical and ethical considerations in policy development, and strategies for effective advocacy and policymaking. This course aims to cultivate informed, ethical leaders in nursing and health policy who are equipped to address complex health challenges and drive positive change in the healthcare landscape. This course complements the DNP project courses by introducing skills crucial to the completion of the DNP scholarly project.

0.5 Course Units

NURS 8350 Principles of Contextual Inquiry and Implementation Planning

This course introduces DNP students to the fields of implementation science and human centered design with an emphasis on health equity. The course focuses on understanding end-user needs, problem identification, understanding and assessing context, and planning for implementation of evidence-based interventions into real world healthcare settings. Students will learn from various foundational frameworks to develop approaches and skills to better understand complex problems from the perspective of key persons and end-users, identify potential implementation barriers, facilitate implementation, and ensure appropriate implementation and clinical outcomes are measured. Emphasis is placed on practical application, implementation strategy selection, outcomes evaluation, and sustainability of evidence-based practices. Students will be required to work closely with their identified project site throughout the duration of the course.

1 Course Unit

NURS 8360 Practical Applications in Quality Improvement

In this course, students apply and integrate core concepts of quality improvement, informatics, and business planning. Through the execution of a mock QI project, learners achieve proficiency in the use of basic process improvement tools within a particular QI methodology/ framework. Students practice scoping a project, organizing a team, understanding the problem and the data, and selecting interventions. Informed by systems thinking and an understanding of informatics, students develop solutions to address process inefficiencies and improve healthcare quality. The culmination of the course includes a financial analysis and a business plan to ensure sustainment of improvement efforts. Throughout, learners practice giving and receiving feedback, and fostering an open and collaborative approach to healthcare quality improvement.

0.5 Course Units

NURS 8370 Web-based Research Methodology

This doctoral elective course will provide an introduction to Web-based research methods in health-related disciplines. This course will examine research methods that have been adapted to the study of human subjects through the Web. This course will have particular emphasis on quantitative and qualitative empirical methods using the Web as a data collection medium. Another important feature of this course will be intensive analysis of ethical and methodological issues conducting research through the Web. Areas to be analyzed include: types of Web-based research; advantages and disadvantages of Web-based research; vehicles (e.g. funding, mentoring) that have supported Web-based research; human subject protection issues; issues/concerns in recruitment and data collection in Web-based research; and professional vehicles (e.g. scholarly publication, lay publications, speaking forums) that have helped disseminate the knowledge derived from Web-based research. Prerequisites: PhD Student

Fall

1 Course Unit

NURS 8390 Mixed Methods Research

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.

Fall

1 Course Unit

NURS 8400 Design Thinking in Healthcare Institute

Innovation, defined as a hypothesis-driven, testable, and disciplined strategy, is important for improving health and healthcare processes. Innovation includes the methodologies we use to solve problems, the systems, products and processes we create, social and digital technologies, as well as the way we communicate with our patients, their families, our colleagues and communities at-large. Employing new ways of thinking, such as with design thinking, opens possibilities for creating meaningful and innovative solutions. This course provides foundational content in design thinking and a disciplined approach to innovation as it applies to health and health care. Offered as an online classroom environment coupling synchronous interactive sessions with asynchronous foundational content, students learn innovative approaches for solving a variety of healthcare problems.

Spring

0.5 Course Units

NURS 8410 Transformational Leadership

Transformational leaders create an organizational vision, inspire and motivate others from diverse backgrounds to actualize strategic goals even during uncertainty. Developed and presented by expert Wharton Executive Education faculty in a one-week synchronous online session (or an on-campus intensive as possible) with asynchronous online modules, students explore strategic planning and execution, stakeholder analysis, negotiation and influence, resource allocation, organizational culture and change management. On the path to becoming purpose-driven leaders, students learn of cutting-edge research on the qualities and behaviors of both successful and unsuccessful work environments and how this research can be applied to practical, real-life workplace situations.

Fall

1 Course Unit

NURS 8420 Thriving in an Everchanging Healthcare Environment

Due to a complex and everchanging healthcare environment, efforts to improve population health in innovative and cost-effective ways has proven challenging for providers and insurers alike. Offered in an asynchronous online format and including content taught by expert faculty in the Perelman School of Medicine Health Care Innovation Graduate Program, this course introduces students to main forces affecting the health insurance environment including changing mechanics of the insurance market, health insurance plan costs, and innovative methods for modifying behavior through incentives embedded within benefit design. Students also examine various examples of insurance reform incentivizing practice innovation and the development of new service delivery models in the healthcare industry.

Spring

0.5 Course Units

NURS 8421 Thriving in a Value-Driven Healthcare Economic Environment

Thriving in an everchanging healthcare environment requires that leaders have foundational knowledge of the healthcare insurance market, rivers of value in this industry and available levers of policy change in government and the private sectors. Most policy experts agree that focusing on value will lead to a united approach for improving health care delivery. Offered in an asynchronous and synchronous online format and including content taught by Senior Executives in care transformation and expert faculty in the Perelman School of Medicine Health Care Innovation Graduate Program, this course introduces students to main forces affecting the health insurance environment and drivers of value and practice innovation in the healthcare industry.

Spring

1 Course Unit

NURS 8430 Executive Leadership in Complex Healthcare Systems

Executive leadership in a complex healthcare industry requires the knowledge and skills to revolutionize care delivery models and improve patient and organizational outcomes. Students explore foundational concepts essential for executive leadership decision-making including behavioral economics and principles of systems thinking and complexity theory. Through the exploration of exemplars in transforming facets of healthcare systems, students also examine pragmatic approaches for leading systems-level change in care delivery. Offered in an asynchronous and synchronous online format and including content developed and presented by expert faculty in the Perelman School of Medicine Health Care Innovation Graduate Program as well as healthcare industry leaders, students develop skills inherent for success in leading transformational change in their own organizations.

Spring

1 Course Unit

NURS 8490 Exploring Data Science Methods with Health Care Data

The growth and development of electronic health records, genetic information, sensor technologies and computing power propelled health care into the big data era. This course will emphasize data science strategies and techniques for extracting knowledge from structured and unstructured data sources. The course will follow the data science process from obtaining raw data, processing and cleaning, conducting exploratory data analysis, building models and algorithms, communication and visualization, to producing data products. Students will participate in hands-on exercises whenever possible using a clinical dataset.

Spring

Also Offered As: BMIN 5490

1 Course Unit

NURS 8510 Translating Evidence into Practice (DNP Project #1)

This course focuses on the translation of research into practice to achieve sustainable improvements in clinical, patient and systems outcomes. Course content builds on the foundational principles of evidence-based practice and the critical scientific appraisal of evidence to guide advanced evidence-based reasoning and decision-making for translation and application to practice.

Prerequisite: NURS 6370

1 Course Unit

NURS 8520 DNP Project Planning II (DNP Project #2)

This course provides an overview of the concepts, procedures, and fundamental processes of project management for Doctor of Nursing Practice students. Principles, tools and techniques of project management within an integrative framework are reviewed and applied to the development of the practice change/quality improvement project proposal. Students will develop a proposal for an evidence-based project that addresses a health problem, health promotion opportunity, healthcare system issue, community health concern, clinical problem, integration of technology/informatics in care or a policy-related issue. Students will finalize the project plan by the conclusion of the course. Students will develop a partnership with key stakeholders relative to their intended project and meet with key stakeholders and members within a healthcare agency and/or communities of interest where the project is to be implemented. Students are expected to develop collaborative working relationships and team leadership skills throughout the course of the semester through regularly scheduled team meetings that engage project site stakeholders and project mentors, including both site and faculty project mentors.

Fall

Prerequisite: NURS 8510

0.5 Course Units

NURS 8521 DNP Project II: Project Proposal

This is the second in the series of three project courses. The focus of this course is the development of a complete project proposal. This course provides an overview of the concepts, procedures and fundamental processes of project management for Doctor of Nursing Practice (DNP) students. Principles, tools, and techniques of project management within an integrative framework are reviewed and applied to the development of the DNP project. Students will finalize a project management plan that advances high quality, equitable and accessible health care. Students will continue to meet with key stakeholders and members within healthcare agency and/or communities of interest where the project is being implemented. This course offers individualized faculty guidance and mentored opportunities for the planning process.

Fall

Prerequisite: NURS 8510

1 Course Unit

NURS 8530 DNP Project Implementation (DNP Project #3)

This course requires DNP students to implement their project and determine how the results can be used to improve processes and procedures within the healthcare agency or community of interest. Students are expected to integrate evidence-based practice paradigms and process principles into the development of a final report and present the findings to each other for peer critique. Barriers from people, places and policies will be addressed and strategies developed to negotiate solutions. Principles of sustainable evidence-based practice change across disciplines and within various healthcare settings will be discussed. Students will assume the role of leader in the interprofessional collaboration, consultation, and partnership with the healthcare organization or communities of interest.

Fall or Spring

Prerequisite: NURS 8520

0.5 Course Units

NURS 8531 DNP Project III: Project Implementation

This is the third of a series of three courses with the focus on implementation and dissemination of the Doctor of Nursing Practice (DNP) project. In this final course students are expected to carry out the project and determine how the results can be used to improve processes and procedures within the healthcare agency or community of interest. Students integrate evidence-based practice paradigm and process principles into the development of a final report and present the findings to each other for peer critique. Barriers from people, places and policies will be addressed and strategies developed to negotiate solutions. Principles of sustainable evidence-based practice change across disciplines and within various healthcare settings will be discussed. Students will assume the role of leader in the interprofessional collaboration, consultation, and partnership with the healthcare organization or communities of interest with the goal to also share findings and advance nursing scholarship. Students demonstrate proficiency in time management, leveraging resources, communication skills and interprofessional collaboration through the implementation of the project.

Spring

Prerequisite: NURS 8521

1 Course Unit

NURS 8550 DNP Project 1

The first of the two-part project series for Doctor of Nursing Practice (DNP) scholars, this course focuses on developing a comprehensive project proposal. The essential concepts and processes of project management are introduced and tailored to the healthcare context. Scholars develop an academically rigorous plan to lead an evidence-based change project aiming to improve outcomes of value to patients, families, community healthcare workers and/or healthcare organizations. Collaboration with key project site stakeholders is a major focus, ensuring that project proposals align with the needs of relevant healthcare organizations. Individualized faculty mentorship provides tailored guidance throughout the planning process. The development of project evaluation plans emphasizes process and implementation metrics, project outcomes, and includes measurement principles and recommended practices for data management within a data analytics decision-making framework. Applied learning experiences in data management, quality improvement analytics, descriptive statistics, and graphical analyses support learners to acquire data analytics skills, including interpreting evaluation results, that are applicable to change initiatives in practice. This course equips DNP scholars to design, develop and plan rigorous project proposals and to promote high-quality, equitable healthcare outcomes.

2 Course Units

NURS 8560 DNP Project 2

In this second Doctor of Nursing Practice (DNP) project course, focus is given to the implementation and evaluation of evidence-based change and dissemination of practice scholarship. Under the guidance of a faculty mentor, students execute the projects previously approved in N8550: DNP Project 1. They lead project teams, guide project implementation, evaluate and respond to influencing factors, systematically collect and analyze outcome data, interpret results, and develop recommendations for implementation enhancements and sustainability in the healthcare setting. Scholars produce a final paper describing the results of the evidence-based practice change and discussion of their findings, implications for practice and policy, and sustainability plan. Dissemination of scholarship is multi-format, inclusive of innovative dissemination streams, and shared with varied audiences within and outside of the academic setting with priority to return the results to the healthcare organization or setting where the project was implemented. Key competencies emphasized throughout the project's execution include leadership, time management, resource leveraging, communication, and collaboration. The DNP project serves as the culmination of the degree requirements, demonstrating the student's ability to conduct scholarly inquiries and lead change by applying nursing knowledge and practice scholarship to improve outcomes at the local or system level.

2 Course Units

NURS 8580 Professional Aspects & Leadership for Nurse Anesthesia Practice

This course will provide students with an opportunity to explore professional issues which affect the practice of nurse anesthesia and the healthcare delivery system. Discussion of professional issues which impact nurse anesthetist practice will include professionalism, scope of practice, patient safety from a systems perspective, medical legal concerns, ethical decision making, reimbursement and other financial issues which impact healthcare delivery. Students will be afforded the opportunity to develop their own sense of professionalism as they explore these issues and develop a professional presentation.

Summer Term

1 Course Unit

NURS 8760 Advanced Clinical Concepts and Professional Role for Critical Care Advanced Practice Providers I

This course examines the complexities of caring for critically ill patients within the modern ICU. Advanced concepts of critical care diagnosis, management and therapeutics are analyzed. Patient cases are evaluated within established professional standards of practice and alternative management strategies are discussed and analyzed. Care provided in patient cases is compared to the quality and safety (QSEN) competencies and strategies to improve care are described. Professional behaviors such as teamwork and collaboration and other interprofessional collaborative competencies are developed within practitioners and demonstrated and applied in simulations. Prerequisites: Admission to the Penn Medicine Critical Care Advanced Practitioner Fellowship or By Permission Only.

Not Offered Every Year

1.5 Course Unit

NURS 8770 Advanced Clinical Concepts and Professional Role for Critical Care Advanced Practice Providers II

This is the second of two courses specifically designed for Advanced Practice Providers enrolled in the Penn Medicine Critical Care Advanced Practitioner Fellowship Program. This course continues to examine the knowledge, skills and professional behaviors required to deliver safe, quality care that meets defined standards of practice. Core competencies to provide evidence-based, cost effective care expected of Advanced Practice Providers in an intensivist-led, multiprofessional critical care team are further developed and honed. Strategies to synthesize and integrate these knowledge, skills and attitudes into the fellow's practice are constructed and demonstrated.

Fall

Prerequisite: NURS 8760

1.5 Course Unit

NURS 8900 Nursing Doctoral Teaching Residency

The purpose of this required one semester teaching residency is to enhance the expertise of students in the role of educator. The residency will be tailored to the student's individual learning needs. At the minimum, students with no or minimal prior teaching experience will gain a beginning level of expertise in course planning, course evaluation, dealing with difficult student situations, test construction, paper assignment construction and grading, content delivery methods, as well as other aspects of the faculty teaching role. Students with more extensive teaching experience will tailor their residencies with their residency supervisor to enhance their expertise in these various areas.

Prerequisites: PhD Student

Fall

1 Course Unit

NURS 8970 Nursing Doctoral Research Residency

The purpose of this required one semester research residency is to enhance student research training early in the doctoral program by providing a mentored research experience. The residency is designed to be a tailored hands-on experience to provide students with exposure and the opportunity to participate in one or more aspects of an on-going research project. Research residencies are experiential activities designed to meet the student's individual learning needs. At the minimum, students with no or minimal prior research experience will gain a beginning level of experience on a variety of components of an ongoing research project. Students with more extensive research experience will tailor their residencies with their residency supervisor to enhance their expertise in these various areas. Prerequisites: PhD Student

Fall

1 Course Unit

NURS 9000 Directed Study

Must be arranged with the written permission of the sponsoring faculty member prior to registration.

Fall or Spring

0.5-2 Course Units

NURS 9950 Dissertation

Dissertation General Tuition

Fall or Spring

0 Course Units

NURS 9999 Nursing Graduate Elective

This is the course number to use for XCAT transfer credit that is equivalent to the Nursing graduate elective

1 Course Unit