

NURSING (NURS)

NURS 061 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.

Course usually offered in fall term

Activity: Lecture

0.5 Course Units

NURS 065 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

Course usually offered in spring term

Prerequisite: NURS 061 OR NURS 068

Activity: Lecture

1.0 Course Unit

NURS 068 Integrated Cell Biology and Microbiology

This course will include 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 for this course will be the application of cell biology and microbiology for understanding the cellular basis of cancer and infectious human infection disease processes. This course will include special sessions from a clinical perspective in the various fields of medicine, microbiology, and immunology.

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 101 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.

Course usually offered in fall term

Activity: Lecture

0.5 Course Units

NURS 102 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.

Course usually offered in spring term

Prerequisite: NURS 101

Activity: Lecture

0.5 Course Units

NURS 103 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. Offered in Summer for Accelerated BSN Program

Course usually offered in fall term

Prerequisite: NURS 101 AND NURS 102

Activity: Lecture

1.0 Course Unit

NURS 112 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

Taught by: DeJonghe; Hayes

One-term course offered either term

Activity: Lecture

1.0 Course Unit

Notes: For Non-Nursing Majors

NURS 131 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

Taught by: Scanga

Course usually offered in spring term

Prerequisite: NURS 061 OR NURS 068 OR CHEM 101 OR BIOL 101

Activity: Lecture

1.5 Course Unit

NURS 132 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.

Taught by: Scanga

Course usually offered in fall term

Activity: Lecture

1.5 Course Unit

NURS 159 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.

Activity: Lecture

1.0 Course Unit

Notes: For students in the Accelerated BSN program

NURS 160 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

Course usually offered summer term only

Activity: Lecture

1.0 Course Unit

NURS 163 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.

Taught by: Scanga; Quigley

Course usually offered in spring term

Activity: Lecture

2.0 Course Units

NURS 164 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.

Taught by: Scanga; Quigley

Course usually offered in fall term

Prerequisite: NURS 163

Activity: Lecture

2.0 Course Units

NURS 165 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.

Course usually offered in spring term

Prerequisite: NURS 164

Activity: Lecture

2.0 Course Units

NURS 215 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.

Course usually offered in spring term

Prerequisite: NURS 101 AND NURS 102 AND NURS 103 AND NURS 160 AND NURS 164

Activity: Lecture

1.5 Course Unit

NURS 225 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

One-term course offered either term

Prerequisite: NURS 215

Activity: Lecture

1.5 Course Unit

NURS 230 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.

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 235 Psychiatric Nursing

This course examines how nursing influences the health and healing capacities of individuals and families experiencing severe psychiatric distress. 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. The course addresses nursing phenomena of concern related the meanings of an illness experience, the development of healing relationships with or within individuals, families, and groups, and on the advanced communication strategies needed to engage individual and families in mental health promotion strategies. It also provides the tools to enable students to construct effective treatment groups with patients; work groups with disciplinary and inter-professional colleagues; and to understand the healing dimensions of environments. Clinical and simulation experiences provide sufficient opportunities for clinical reasoning, clinical care and clinically situated knowledge integration. Additional Prerequisite: Clinical 12 hours weekly and 2 hours Simulated Laboratory Weekly

One-term course offered either term

Prerequisite: NURS 215

Activity: Lecture

1.5 Course Unit

NURS 245 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

One-term course offered either term

Prerequisite: NURS 215

Activity: Lecture

1.5 Course Unit

NURS 255 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

One-term course offered either term

Prerequisite: NURS 215

Activity: Lecture

1.5 Course Unit

NURS 299 Independent Study in Nursing

An opportunity to develop and implement an individual plan of study under faculty guidance. Additional Prerequisite: Permission of Instructor One-term course offered either term

Activity: Independent Study

1.0 Course Unit

NURS 303 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. Course usually offered in spring term

Also Offered As: NURS 503

Activity: Lecture

1.0 Course Unit

NURS 305 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.

Taught by: Alicia Kachmar

Course usually offered in spring term

Activity: Seminar

1.0 Course Unit

NURS 306 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

Taught by: Compton; Schmidt

Course usually offered in fall term

Also Offered As: NURS 506

Prerequisite: NURS 165 OR BIOL 101 OR BIOL 121

Activity: Lecture

1.0 Course Unit

NURS 312 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.

Course usually offered in spring term

Also Offered As: NURS 512

Prerequisite: NURS 065 OR NURS 112

Activity: Lecture

1.0 Course Unit

NURS 313 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. This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.

Taught by: Compher

Course usually offered in fall term

Also Offered As: NURS 513

Activity: Lecture

1.0 Course Unit

Notes: This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.

NURS 315 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.

Taught by: Jacoby

Course usually offered in spring term

Also Offered As: NURS 515

Activity: Lecture

1.0 Course Unit

Notes: Foundational Course for Minor in Multicultural/Global Health Care

NURS 316 International Nutrition: Political Economy of World Hunger

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.

Course usually offered in spring term

Also Offered As: NURS 516

Activity: Lecture

1.0 Course Unit

NURS 324 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.

Course usually offered in fall term

Also Offered As: GSWS 324

Activity: Seminar

1.0 Course Unit

Notes: For Benjamin Franklin Scholars & Nursing Honors Students. This course satisfies the History & Traditions Sector for Nursing Class of 2012 and beyond.

NURS 327 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.

Taught by: Jianghong Liu

Course usually offered in fall term

Also Offered As: NURS 527

Activity: Lecture

1.0 Course Unit

NURS 330 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.

Taught by: Perlman; Ulrich

One-term course offered either term

Activity: Lecture

1.0 Course Unit

NURS 334 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.

Course usually offered in spring term

Also Offered As: NURS 540

Activity: Lecture

1.0 Course Unit

NURS 343 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>.

Also Offered As: NURS 543

Activity: Seminar

1.0 Course Unit

NURS 351 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 163 AND NURS 164

Activity: Lecture

1.0 Course Unit

NURS 353 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.

Also Offered As: NURS 565, PUBH 565

Activity: Lecture

1.0 Course Unit

NURS 354 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

Activity: Lecture

1.0 Course Unit

Notes: 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. Additional Prerequisite: Completion of sophomore year nursing requirements

NURS 355 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.

Course usually offered in spring term

Prerequisite: NURS 163 AND NURS 164

Activity: Lecture

1.0 Course Unit

Notes: 2 hour seminar; 1 hour fieldwork / week

NURS 356 Case Study: Culture of Birth

This course will explore the cultural context of birth, the practices and paradigms and the activities of birthing people and professionals and/or attendants. The history of caring for 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 and non-Nursing majors. Traditionally, this course includes a weekend long Doula training; after completion, students may serve as Doulas. 2020-2021 Academic year, this course will be offered in both the Fall and Spring semesters.

Taught by: M Guidera, MSN, CNM, FACNM

Course usually offered in spring term

Prerequisite: NURS 215 OR NURS 225

Activity: Lecture

1.0 Course Unit

NURS 357 Case Study: 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 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 & 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. Prerequisite: Completion of freshman & sophomore level courses

Taught by: Leary

One-term course offered either term

Also Offered As: NURS 573

Activity: Lecture

1.0 Course Unit

NURS 358 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.

Course usually offered in fall term

Prerequisite: NURS 163 AND NURS 164

Activity: Lecture

1.0 Course Unit

NURS 359 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

Taught by: Pinola; Sparrow

Course usually offered in spring term

Prerequisite: NURS 163 AND NURS 164

Activity: Lecture

1.0 Course Unit

NURS 360 Case Study: Nursing Practice with HIV+ Patients

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.

Course usually offered in fall term

Prerequisite: NURS 163 AND NURS 164

Activity: Lecture

1.0 Course Unit

NURS 361 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.

Course usually offered in fall term

Prerequisite: NURS 163 AND NURS 164

Activity: Lecture

1.0 Course Unit

NURS 363 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.

Course usually offered in spring term

Prerequisite: NURS 163 AND NURS 164

Activity: Lecture

1.0 Course Unit

NURS 364 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. Permission of instructor required.

Course usually offered in spring term

Prerequisite: NURS 163 AND NURS 164

Activity: Lecture

1.0 Course Unit

NURS 365 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

Understanding application of medical nutrition therapy are included through case analysis and field experiences

Taught by: Dolan

Course usually offered in spring term

Prerequisite: NURS 163 AND NURS 164

Activity: Lecture

1.0 Course Unit

NURS 367 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.

Course usually offered in fall term

Also Offered As: NURS 557

Prerequisite: NURS 163 AND NURS 164

Activity: Lecture

1.0 Course Unit

NURS 368 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.

Course usually offered in fall term

Prerequisite: NURS 163 AND NURS 164

Activity: Lecture

1.0 Course Unit

NURS 375 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.

Taught by: Berman-Levine

Course offered fall; odd-numbered years

Activity: Lecture

1.0 Course Unit

NURS 376 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.

Taught by: Compher; Dougherty

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 377 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.

Course usually offered in spring term

Activity: Seminar

1.0 Course Unit

NURS 380 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.

Course usually offered in fall term

Prerequisite: NURS 225 AND NURS 235 AND NURS 245 AND NURS 255

Activity: Lecture

2.0 Course Units

NURS 386 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.

Taught by: Kagan

Prerequisite: NURS 547

Activity: Seminar

0.5 Course Units

Notes: Enrollment in Nursing Undergraduate Honors Program Required

NURS 389 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.

Taught by: Bridgette Brawner

One-term course offered either term

Prerequisite: NURS 547

Activity: Lecture

0.5 Course Units

Notes: Recitation/practicum hours individually scheduled with project mentors

NURS 390 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.

One-term course offered either term

Prerequisite: NURS 380

Activity: Lecture

3.0 Course Units

NURS 400 Advances In Health Systems Research And Analysis

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

Taught by: McHugh, M

Course offered spring; odd-numbered years

Activity: Seminar

1.0 Course Unit

Notes: by Permission Only

NURS 500 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.

Taught by: Jill Johnson; Jennifer Pinto-Martin

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 503 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.

Course usually offered in spring term

Also Offered As: NURS 303

Activity: Lecture

1.0 Course Unit

Notes: Junior and Senior undergraduates. Open to all graduate students.

This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and beyond.

NURS 506 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.

Taught by: Compton; Schmidt

Course usually offered in fall term

Also Offered As: NURS 306

Activity: Lecture

1.0 Course Unit

NURS 509 The Child with Special Healthcare Needs

This course is designed to assist prospective practitioners develop advanced skills in identifying the needs and interventions for medically fragile neonates, children and their families.

Course usually offered summer term only

Activity: Lecture

1.0 Course Unit

Notes: Summer Session II

NURS 511 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.

Course usually offered summer term only

Activity: Lecture

1.0 Course Unit

Notes: Summer Session II

NURS 512 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.

Taught by: Matt Hayes

Course usually offered in spring term

Also Offered As: NURS 312

Activity: Lecture

1.0 Course Unit

NURS 513 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.

Taught by: Compher

Course usually offered in fall term

Also Offered As: NURS 313

Activity: Lecture

1.0 Course Unit

Notes: This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond. Undegraduates by permission of instructor

NURS 515 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.

Course usually offered in spring term

Also Offered As: NURS 315

Activity: Lecture

1.0 Course Unit

NURS 516 International Nutrition: Political Economy of World Hunger

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 This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.

Course usually offered in spring term

Also Offered As: NURS 316

Activity: Lecture

1.0 Course Unit

Notes: Prerequisite: Graduate Students Only

NURS 518 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.

Course usually offered in spring term

Also Offered As: GSWS 518

Activity: Lecture

1.0 Course Unit

NURS 521 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.

Course not offered every year

Activity: Seminar

0.5 Course Units

NURS 523 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.

Activity: Lecture

1.0 Course Unit

NURS 524 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: Special permission

Activity: Lecture

1.0 Course Unit

NURS 525 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/nonuse 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. Special permission This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.

Taught by: Ulrich

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

Notes: This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.

NURS 526 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

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

Notes: Priority will be given to Psychiatric Mental Health NP students

NURS 527 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.

Taught by: Liu, Jianghong

Course usually offered in fall term

Also Offered As: NURS 327

Activity: Lecture

1.0 Course Unit

NURS 529 Telehealth and mHealth Systems and Applications

This course is designed to develop intelligent consumers, managers, and researchers of telehealth and mHealth 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 is considered in both historical context and in case studies. The current status and future trends of this emerging domain are reviewed.

Taught by: Demiris, George

Also Offered As: BMIN 509

Activity: Lecture

1.0 Course Unit

NURS 532 Cognitive Behavior 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.

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 535 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

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

Notes: Seminar held in Spring, study abroad field experience held intra-session Permission of instructor

NURS 540 Current Issues In Health and Social Policy

Analysis of key contemporary issues in health and social policy that will provide students with a deeper understanding of the design and 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 in setting the policy agenda. Seminars will examine the origins of each issue, the policies enacted and their effects, both intended and unintended, and will propose and debate the merits of alternative policy solutions. The role of health services and policy research in informing the policy debate and directions will be highlighted. 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.

This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.

Course offered summer, fall and spring terms

Also Offered As: NURS 334

Activity: Online Course

1.0 Course Unit

Notes: This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and beyond.

NURS 543 Global Health Seminar

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

Also Offered As: AFRC 343, NURS 343

Activity: Seminar

1.0 Course Unit

NURS 545 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

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

Notes: Registration By Permission of Instructor

NURS 547 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.

One-term course offered either term

Prerequisite: NURS 230 OR STAT 101 OR STAT 111

Activity: Lecture

1.0 Course Unit

NURS 548 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 This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

Notes: This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and beyond.

NURS 549 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 of Nurse Executives (AONE) Competencies (2006) 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.

Course usually offered summer term only

Activity: Lecture

1.0 Course Unit

Notes: Summer Course

NURS 553 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. Course usually offered in spring term

Activity: Lecture

0.5 Course Units

NURS 555 Health Education for Incarcerated Women

This elective course will afford students the opportunity to develop and implement health education workshops for incarcerated women in the Philadelphia jail system. Students will explore the social and historical framework and trends in the incarceration of women, as well as the needs of this population, and will identify specific areas that need to be addressed by particular disciplines or professions. Students will have direct contact with the jail system, its staff, and female inmates.

Taught by: Brown, K.

Course usually offered in fall term

Also Offered As: GSWS 555

Activity: Lecture

1.0 Course Unit

NURS 556 Men and Incarceration

Students in this course will develop and implement health and wellbeing education programming for incarcerated men in the Philadelphia Department of Prisons. Most of the classroom time is in the Philadelphia Prison interacting with male inmates. Evidence suggests improved self-regulation may enhance other therapeutic methodologies consequently reducing the frequency of reoffending. Students will explore the social and legal trends driving the incarceration of urban men and the resulting health and wellbeing needs of this population. Students will have direct contact with the jail system, its staff, and male inmates.

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 557 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. Course usually offered in fall term

Also Offered As: NURS 367

Activity: Lecture

1.0 Course Unit

Notes: Undergraduate Nursing students need faculty permission

NURS 565 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.

Also Offered As: NURS 353, PUBH 565

Activity: Lecture

1.0 Course Unit

NURS 567 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

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 570 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. Course usually offered in fall term
Also Offered As: PUBH 500
Activity: Lecture
1.0 Course Unit

NURS 573 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.

Taught by: Leary
One-term course offered either term
Also Offered As: NURS 357
Activity: Lecture
1.0 Course Unit

NURS 575 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.

Taught by: Joyce Lee
Course not offered every year
Activity: Lecture
1.0 Course Unit
Notes: Spring 2020 class dates: January 2,3,6,7,9,10 & 13, 2020 (9am-4pm)

NURS 580 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.
Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 587 Advanced Leadership Skills in Community Health

Grounded in a social justice perspective, this course aims to provide the student with a foundational overview of the field of community health and leadership skills in public health advocacy. The course encourages critical thinking about health outcomes framed by the broad context of the political and social environment. This course analyzes the range of roles and functions carried out by leaders in healthcare advocacy for marginalized communities; integrates knowledge of health policy and the key influence of government and financing on health outcomes; explores community-based participatory research and interventions as tools for change; and discusses ways to develop respectful partnerships with community organizations. An assets-based approach that draws upon the strengths of communities and their leaders provides a foundation for community-engagement skill building. The course emphasizes the development of skills and techniques to lead effective, collaborative, health-focused interventions for disenfranchised groups, including residents of urban neighborhoods. Prerequisite: Undergraduates with permission of the instructor
Taught by: Klurasitz
Course usually offered in spring term
Also Offered As: HPR 588, PUBH 588
Activity: Lecture
1.0 Course Unit
Notes: Undergraduates need permission of the instructor

NURS 588 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.
Taught by: Lessner
Course usually offered in fall term
Also Offered As: GSWS 588
Activity: Lecture
1.0 Course Unit
Notes: This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and beyond.

NURS 600 Principles and Practice of Transformative Nursing Education

This course is designed to provide expert nurses with 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 will review various learning domains and approaches for curriculum development including writing measurable learning objectives. Content also includes an examination of numerous didactic teaching strategies, general tactics for the use of simulation, approaches for inter-professional collaboration, and methods for evaluating learner competence. Prerequisite: permission of instructor
Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

Notes: Hybrid format - online content; on-campus fall 2019 meetings are October 17-18, and December 5-6, 9am-4pm

NURS 601 Teaching Nursing in an Academic Environment

This course provides students with the fundamental knowledge and skills in preparation for teaching in a faculty role in an academic environment. Specific focus will be placed on program design, development of teaching skills in the 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 including various test constructions and paper grading rubrics. This course also reviews approaches and resources for working with students who have learning challenges or performance issues.

Taught by: Deborah Becker

Course usually offered in spring term

Prerequisite: NURS 600

Activity: Hybrid Course

1.0 Course Unit

NURS 602 Teaching Professional Nurses in the Practice Environment

This blended online/in-class graduate level course prepares expert nurses who are considering work in nursing professional development in a variety of practice settings. This course is taken after completing the prerequisite NURS 600 Principles and Practice of Transformative Nursing Education offering, and will utilize 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 (NPD) practitioners. Content will address the when, who, where, how, what 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 NPD.

Prerequisite: Basic course in research design, statistics and/or research utilization or by permission of the instructor Highly recommended for BSN-PhD students and MSN students exploring the possibility of returning for a research doctorate. A version of this seminar will be offered to students in the honors BSN program.

Course usually offered in spring term

Prerequisite: NURS 600

Activity: Lecture

1.0 Course Unit

Notes: Most sessions online; contact program for in-class meeting dates and times

NURS 603 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.

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 604 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

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 605 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.

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 606 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.

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 607 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. Prerequisite: Enrollment in MSN or DNP program or permission of instructor

Taught by: Libonati

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 608 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.

One-term course offered either term

Prerequisite: NURS 607 OR NURS 685

Activity: Lecture

1.0 Course Unit

NURS 609 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

Taught by: Dawn Bent

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 610 Concepts in Healthcare Economics

This course examines health care from an economic perspective tailored for the nurse manager and executive. Emphasis is on the allocation of health care resource policies in the United States with examination of different health care programs. Within the health care industry, focus is on public and private health care funding in addition to the role of managed care systems with relation to financing and delivery of health services. This course satisfies the Society & Social Structures Sector for Nursing Class of 2012 and Beyond.

Course usually offered summer term only

Activity: Lecture

0.5 Course Units

NURS 611 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

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 612 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.

Taught by: Myers, Greysen

Course usually offered in fall term

Also Offered As: HQS 612

Activity: Lecture

1.0 Course Unit

NURS 613 Behavioral Economics and Health

This course will explore answers to pressing public health questions through the lens of behavioral economics. Behavioral economics, a field at the intersection of psychology and economics, suggests that humans rarely behave rationally when making health-related decisions. The course will take a very pragmatic, hands-on orientation to behavioral economics and health research and practice. It will also leverage the deep and rich expertise of Penn's Center for Health Incentives and Behavioral Economics, a leading research organization in the field.

Also Offered As: PUBH 608

Activity: Lecture

1.0 Course Unit

NURS 614 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

Taught by: Dawn Bent

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 616 Interpreting Epi Literature to Inform and Influence

This course is designed for students interested in further exploration of epidemiologic methods and the challenge of establishing a causal relationship between exposure and outcome using an observational science. We will utilize case studies to address the application of epidemiologic data to specific issues of relevance to public health. The nature of observational data will be explored through these case studies and specific methodological challenges will be highlighted and examined. Taught by: Amanda Bennett Palladino; Kate Wallis

Also Offered As: PUBH 606

Activity: Lecture

1.0 Course Unit

NURS 623 Nutrition Counseling

This 8-week online course introduces the future healthcare professional to the foundations of nutrition counseling. Each asynchronous session focuses on theory and application for promoting effective behavior change.

Taught by: Monique Dowd

One-term course offered either term

Activity: Online Course

0.5 Course Units

NURS 624 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.

Course usually offered in fall term

Prerequisite: NURS 607

Activity: Lecture

1.0 Course Unit

NURS 625 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.

Course usually offered summer term only

Activity: Lecture

1.0 Course Unit

NURS 626 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.

Taught by: Pollack, F.

Course usually offered summer term only

Activity: Lecture

1.0 Course Unit

Notes: Summer Session I

NURS 628 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.

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 629 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

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 636 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.

Course usually offered in spring term

Also Offered As: MED 536

Activity: Lecture

1.0 Course Unit

Notes: See department for class meeting dates and times

NURS 637 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

Course offered summer, fall and spring terms

Activity: Lecture

1.0 Course Unit

NURS 640 Global Health Policy and Delivery

This participatory interdisciplinary seminar course examines contemporary issues in global health policy and delivery. The overall organizing framework for the class is the social determinants of health. The class will consider evidence that inequalities in education, income, and occupation influence health status. Students will develop skills in policy analysis, policy brief development, and policy impact monitoring. The public policy process will be explored using a variety of contemporary global health case studies which focus on content areas such as maternal health, HIV policy, refugee health and global healthcare delivery. Finally, we will examine the global health workforce and the impact of widespread global migration of health professionals on receiving and sending countries.

Course usually offered in spring term

Also Offered As: PUBH 551, SWRK 793

Activity: Lecture

1.0 Course Unit

Notes: There are no prerequisites. The course is designed for graduate students in the social and behavioral sciences, health professions, public health, business and law. Advanced undergraduate students will be admitted with permission.

NURS 641 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 with 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

Taught by: Pinto-Martin; Souders

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

Notes: Junior and senior undergraduate students may be admitted with course faculty permission.

NURS 642 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.

Taught by: Pinto-Martin; Souders

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 643 Leadership, Advocacy, and the Practice of Integrated Nursing Care of ASD

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.

Taught by: Pinto-Martin; Souders

Course usually offered summer term only

Activity: Lecture

1.0 Course Unit

NURS 644 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.

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 646 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.

Course usually offered in fall term

Prerequisite: NURS 657

Corequisite: NURS 647

Activity: Lecture

1.0 Course Unit

NURS 647 Primary Care Clinical 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.

Taught by: Kathleen DeMutis

Course usually offered in fall term

Prerequisite: NURS 657

Corequisite: NURS 646

Activity: Clinic

1.0 Course Unit

NURS 648 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.

Course usually offered in spring term

Prerequisite: NURS 646 AND NURS 647

Corequisite: NURS 649

Activity: Lecture

1.0 Course Unit

NURS 649 Primary Care Clinical Practicum: Complex Diagnosis and Management 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.

Taught by: Cotter; Taylor

Course usually offered in spring term

Prerequisite: NURS 646 AND NURS 647

Corequisite: NURS 648

Activity: Clinic

1.0 Course Unit

NURS 650 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.

Taught by: Keim, Shaw

Course usually offered in spring term

Also Offered As: HQS 650

Activity: Lecture

1.0 Course Unit

NURS 651 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.

Course usually offered summer term only

Activity: Online Course

1.0 Course Unit

NURS 652 Applied Healthcare Accounting and Business Planning

This course focuses on the management of financial resources in the healthcare industry particularly in inpatient and ambulatory care settings. Specific emphasis is on applied accounting, budgeting, capital planning, nursing staffing/scheduling and variance analysis. Additionally, students will apply concepts in developing a business/program plan including completion of an environmental scan, cost-benefit analysis and marketing plan. Students will engage in strategic planning, stakeholder analysis and benchmarking efforts.

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 655 Nursing Administration Practicum

This administrative practicum will be individually tailored to meet each student's career goals. Students will be placed with an expert role model who in most instances will be a practicing nurse executive. The setting may vary according to the student's interests and objectives. Examples include acute care, home care, long term care, occupational health, community based clinics, consulting groups and political/legislative experiences.

One-term course offered either term

Activity: Clinic

1.0 Course Unit

NURS 656 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.

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 657 Advanced Physical Assessment and Clinical Decision Making

This laboratory/clinical 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 actual practice with fellow students, and/or models, and consenting patients. This course is to be taken the semester before clinical begins.

Taught by: Bischof; Reger

One-term course offered either term

Activity: Lecture

1.0 Course Unit

NURS 658 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.

One-term course offered either term

Prerequisite: NURS 656 AND NURS 657

Corequisite: NURS 659

Activity: Lecture

1.0 Course Unit

NURS 659 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.

One-term course offered either term

Prerequisite: NURS 656 AND NURS 657

Corequisite: NURS 658

Activity: Clinic

1.0 Course Unit

NURS 660 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.

Course usually offered summer term only

Activity: Clinic

1.0 Course Unit

Notes: Summer Session I

NURS 661 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.

Course usually offered summer term only

Prerequisite: (NURS 646 AND NURS 647) OR (NURS 690 AND NURS 691)

Activity: Clinic

1.0 Course Unit

Notes: Summer Session I

NURS 663 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.

Course usually offered summer term only

Activity: Clinic

1.0 Course Unit

NURS 664 Advanced Practice Nursing 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.

Course usually offered in fall term

Activity: Online Course

1.0 Course Unit

NURS 666 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.

Course usually offered in spring term

Prerequisite: NURS 664

Activity: Online Course

1.0 Course Unit

NURS 667 Oncology Nursing: Assessment, Diagnosis, & Cancer Management

Emphasis is on the application of critical thinking and diagnostic reasoning skills in advanced clinical decision making. Students assess, diagnose, and manage the care of oncology patients with a variety of cancers. The delivery of care and evaluation of role effectiveness within the health care system are examined. Online course with both synchronous and asynchronous components. Course includes 240 clinical hours in an oncology setting

Course usually offered summer term only

Prerequisite: NURS 666

Activity: Online Course

1.0 Course Unit

NURS 670 Principles of Adult Gerontology Acute Care I

This didactic course examines the epidemiologic, assessment, diagnostic, management and evaluation of acutely or critically 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. Cardiovascular and pulmonary systems, infectious and prevention issues commonly encountered by adults are covered. 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.

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 671 Principles of Adult Gerontology Acute Care II

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 neurologic, gastrointestinal, renal, oncologic, and metabolic health problems. 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.

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 672 Principles of Adult Gerontology Acute Care III

This didactic course examines issues related to the epidemiology, assessment, diagnosis, management and evaluation of acute, critical and complex chronically ill adults across the adult-older adult age continuum. Students explore the dynamic interplay between the pathophysiologic basis of disease and the psychosocial and socio-cultural responses to illness and injury across the adult age continuum as they develop clinical decision-making skills. An evidence-based approach to nursing and medical management including pharmacologic and non-pharmacologic modalities is emphasized. Content focuses on special adult and older adult patient populations with commonly encountered health problems.

Course usually offered summer term only

Activity: Lecture

1.0 Course Unit

NURS 673 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. Building fundamental skills in developing differential diagnoses and clinical decision making for acutely ill patients across the adult age continuum is a focus of this course.

Course usually offered in fall term

Prerequisite: NURS 607 AND NURS 657

Activity: Seminar

1.0 Course Unit

NURS 674 Adult Gerontology Acute Care NP: Professional Role and Clinical Practicum I

This didactic and clinical fieldwork course explores issues relevant to the role of the Adult Gerontology Acute Care Nurse Practitioner within the complex U.S. health care system. Role development, reimbursement issues, provision of quality and ethical care and evidence-based nursing and medical interventions are introduced and discussed in the classroom. Clinical fieldwork focuses on assessment of complex acute, critical and chronically-ill patients for urgent and emergent conditions, using both physiologically and technologically derived data, to evaluate for physiologic instability and potential life-threatening conditions, development of differential diagnoses, application of diagnostic reasoning and formulation, implementation, evaluation and modification of individualized plans of care including pharmacological and non-pharmacological modalities. Development of advanced clinical competencies and clinical decision making abilities about adults across the age continuum is emphasized. Prerequisite: Clinical field component requires two 10-hour clinical days, to be scheduled with the student's individual preceptor.

Course usually offered in spring term

Prerequisite: NURS 673

Activity: Lecture

1.0 Course Unit

Notes: Clinical field component requires two 10-hour clinical days, to be scheduled with the student's individual preceptor.

NURS 675 Adult Gerontology Acute Care NP: Professional Role and Clinical Practicum II

This didactic and fieldwork course focuses on the role of the Adult Gerontology Acute Care Nurse Practitioner and the expansion of advanced clinical competencies and clinical decision making abilities. Clinical experiences in acute care settings provide the student with opportunities to refine history and physical examination techniques, diagnostic reasoning, formulation, implementation, evaluation and modification of individualized management plans. Specific attention is given to the unique presentation of syndromes and constellation of symptoms that may be typical or atypical presentation of complex acute, critical and chronic illness in adults and older adults. Facilitating transition of patients at varying life stages through the complex health care system is encouraged exploring the multiple governmental, social and personal resources available to acutely ill adults across the age continuum. 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 interprofessional healthcare team are emphasized.

Course usually offered summer term only

Prerequisite: NURS 674

Activity: Lecture

1.0 Course Unit

NURS 676 Obesity and Health

This 7-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.

Taught by: Tanja Kral

Course usually offered in spring term

Activity: Online Course

0.5 Course Units

NURS 677 Environmental Toxicology: Risk Assessment and Health Effects

This course presents general principals of toxicology and the disposition of toxins in the body. Case studies of the effects of environmental and occupational toxins on individuals will be analyzed. This course is designed for students who desire a strong foundation in toxicological concepts and principals and provides an overview of major toxins in our environment and their association with human health. Prerequisite: Undergraduates needs permission

Undergraduates needs permission

Taught by: Liu

Course not offered every year

Also Offered As: PUBH 530

Activity: Lecture

1.0 Course Unit

NURS 681 Applied Physiology for Nurse Anesthesia I

This course provides an in-depth analysis of the anatomy, physiology and patho-physiology of the respiratory and cardiovascular systems and related anesthesia implications. The concepts of ventilation and perfusion as they relate to oxygen and anesthetic delivery and metabolism are examined. The effects of compromised cardiac and pulmonary function and their implications for the patient and anesthesia plan are reviewed. The impact of anesthesia on the structure and function of the heart as a pump as well as the characteristics of systemic circulation will be explored. The effect of surgery and anesthesia on the respiratory and cardiovascular systems will be emphasized.

Course usually offered summer term only

Activity: Lecture

1.0 Course Unit

NURS 682 Applied Physiology for Nurse Anesthesia II

This course provides an in-depth analysis of the anatomy, physiology and pathophysiology of the hepatic, renal, nervous, hormonal, immunologic and hematological systems and related anesthesia implications.

The focus of discussion will be on the special considerations when delivering anesthetic agents to patients. Emphasis will be placed on the assessment of the patient with common disorders of these systems. Nurse anesthesia care related to patients undergoing surgeries involving each system will be discussed.

Course usually offered in fall term

Prerequisite: NURS 681

Corequisite: NURS 607

Activity: Lecture

1.0 Course Unit

NURS 683 Applied Physiology for Nurse Anesthesia III

This course is an in-depth analysis of the chemical and physical principles as they apply to nurse anesthesia practice. Aspects of organic and biochemistry including the chemical structures of compounds and its significance in pharmacology will be explored. Applications of the laws of physics as they pertain to nurse anesthesia practice will be reviewed with specific examples. Emphasis on the dynamics of the anesthesia delivery system and related equipment will be presented.

Taught by: Magro; Lynn; Scanga

Course usually offered in spring term

Prerequisite: NURS 682

Activity: Lecture

1.0 Course Unit

NURS 685 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

Undergraduate course in Anatomy & Physiology

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 686 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.

Course usually offered in fall term

Also Offered As: NURS 781

Prerequisite: NURS 607 AND NURS 657 AND NURS 780

Activity: Lecture

1.0 Course Unit

NURS 688 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.

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 690 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.

Course usually offered in spring term

Prerequisite: NURS 656 AND NURS 657

Corequisite: NURS 691

Activity: Lecture

1.0 Course Unit

NURS 691 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.

Course usually offered in spring term

Prerequisite: NURS 656 AND NURS 657

Corequisite: NURS 690

Activity: Clinic

1.0 Course Unit

NURS 693 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.

Course usually offered in fall term

Prerequisite: NURS 787 AND NURS 788

Corequisite: NURS 786

Activity: Lecture

1.0 Course Unit

NURS 696 Quality Improvement in Healthcare Capstone: MHQS Program

The purpose of the quality improvement capstone is to provide a culminating experience in the master's program that requires the integration and application of knowledge attained in pre- and co-requisite coursework. Students will apply this knowledge through completion of a mentored quality improvement project in a healthcare organization.

In collaboration with faculty and health organization advisors, students will identify a quality improvement opportunity and use improvement methodology to describe the extent of the problem, analyze the current system, design tests of change (countermeasures), implement at least two plan-do-study-act cycles, and measure results. Students will also reflect on lessons learned and process of change.

Taught by: Myers; Keim

Course usually offered in spring term

Prerequisite: NURS 612

Corequisite: NURS 650

Activity: Field Work

1.0 Course Unit

NURS 697 Leadership in Advanced Oncology Nursing Practice

Students explore the diagnosis and treatment of common cancers in a multidisciplinary approach. The broad array of bio-medical and psychosocial issues that result from the disease itself across the illness continuum are studied. Quality of life, rehabilitation and palliative care issues related to cancer care are addressed. Additionally, students complete an administrative practicum with a nursing leader in an oncology specialty area within a healthcare organization.

Course usually offered summer term only

Activity: Field Work

1.0 Course Unit

NURS 698 Quality Improvement in Healthcare Capstone: Certificate and Graduate Minors

The purpose of the quality improvement capstone is to provide a culminating experience in the minor or certificate program that requires the integration and application of knowledge attained in pre- and co-requisite coursework. Students will apply this knowledge through completion of a mentored quality improvement project in a healthcare organization. In collaboration with faculty and health organization advisors, students will identify a quality improvement opportunity and use improvement methodology to describe the extent of the problem, analyze the current system, design tests of change (countermeasures), implement at least two plan-do-study-act cycles, and measure results. Students will also reflect on lessons learned and process of change.

Taught by: Hart

Course usually offered in spring term

Activity: Field Work

1.0 Course Unit

NURS 699 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

Taught by: Keim/Fitzpatrick

Course usually offered summer term only

Activity: Lecture

1.0 Course Unit

Notes: see department for class dates

NURS 705 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.

Course usually offered in fall term

Activity: Clinic

1.0 Course Unit

NURS 706 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.

Course usually offered in spring term

Activity: Clinic

1.0 Course Unit

NURS 707 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.

Course usually offered summer term only

Activity: Clinic

1.0 Course Unit

NURS 708 Public Policy Leadership in the American Public/Private System of Health Care

This course will explore the philosophy and growth of public policy that has directed the American Health Care System in its ever expanding movement toward universal health care for all citizens. Analysis of health policy and systems content will assist the students to identify the knowledge and skills needed for the health or human service provider to assume leadership roles in the formulation of public policy for change; this includes system restructuring, service delivery and funding of health care. Emphasis will be on the effect of policy on the individual/family user of health care services rather than the effect on professional health care providers or health care delivery systems. Special attention will be given to the effect of policy on populations, both urban and rural, living near and below the poverty level.

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 714 Management of Critically Ill Children with Acute and Chronic Conditions: Advanc

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.

Course usually offered summer term only

Prerequisite: NURS 736

Activity: Lecture

1.0 Course Unit

NURS 715 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.

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 720 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.

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 721 Advanced Physical Assessment and Clinical Decision Making: Nursing of Children Clinical I

This clinical course is designed to help prospective advanced practice nurses develop advanced skills in physical and developmental assessment of children in a variety of well-child, clinic and hospital 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 primary health care issues and health promotion is incorporated throughout the course. Collaboration as an integral part of assessment will be an ongoing focus. Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 731 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.

Course usually offered in spring term

Prerequisite: NURS 721

Corequisite: NURS 733

Activity: Lecture

1.0 Course Unit

NURS 733 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.

Course usually offered in spring term

Prerequisite: NURS 721

Corequisite: NURS 731

Activity: Lecture

1.0 Course Unit

NURS 734 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.

Course usually offered in spring term

Prerequisite: NURS 720 AND NURS 721 AND (NURS 607 OR NURS 685)

Corequisite: NURS 735

Activity: Lecture

1.0 Course Unit

NURS 735 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.

Taught by: Jessica Strohm-Farber

Course usually offered in spring term

Prerequisite: NURS 720 AND NURS 721 AND (NURS 607 OR NURS 685)

Corequisite: NURS 734

Activity: Lecture

1.0 Course Unit

NURS 736 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.

Course usually offered summer term only

Prerequisite: NURS 734 AND NURS 735

Corequisite: NURS 737

Activity: Lecture

1.0 Course Unit

NURS 737 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.

Course usually offered summer term only

Prerequisite: NURS 734 AND NURS 735

Corequisite: NURS 736

Activity: Lecture

1.0 Course Unit

NURS 740 Advanced Practice Concepts for the Childbearing Family

The seminar will provide students with the skills necessary to provide primary health care to high risk infants in ambulatory settings. Course material will include detailed physical assessment skills of the infant through the first year of life. The clinical component will include home visits and experience in the ambulatory and long term care settings.

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 741 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.

Course usually offered summer term only

Prerequisite: NURS 736

Activity: Lecture

1.0 Course Unit

NURS 743 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.

Taught by: Hanne Harbison

Course usually offered in spring term

Prerequisite: NURS 607

Activity: Lecture

1.0 Course Unit

NURS 745 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.

Taught by: Sawyer/Fleck

Course usually offered in fall term

Activity: Online Course

1.0 Course Unit

NURS 748 Leadership Development in Healthcare

This course will provide the conceptual and theoretical framework for examining the concept of leadership within the contexts of health systems, health professionals and health policy. It will focus on characteristics of personal and professional leadership, change theory, and the application of critical thinking to the analysis of work environments, systems and the politics of health.

Course usually offered in fall term

Activity: Online Course

1.0 Course Unit

Notes: Spring class is asynchronous online content

NURS 749 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.

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 750 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

Taught by: Kagan, Jacoby

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

Notes: For doctoral students in Nursing

NURS 751 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.

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 752 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.

Taught by: TBD

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 753 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.

Taught by: Riegel

Course usually offered in spring term

Activity: Seminar

1.0 Course Unit

Notes: For Nursing Doctoral students

NURS 754 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

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

Notes: For doctoral students in Nursing

NURS 755 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.

Course usually offered summer term only

Activity: Lecture

1.0 Course Unit

NURS 756 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

Course usually offered in fall term

Activity: Lecture

1.0 Course Unit

NURS 757 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

Taught by: Loriann Winner

Course usually offered in spring term

Prerequisite: NURS 756

Activity: Lecture

1.0 Course Unit

NURS 758 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.

Course usually offered summer term only

Prerequisite: NURS 757

Activity: Lecture

1.0 Course Unit

NURS 759 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

Course usually offered in fall term

Prerequisite: NURS 757

Activity: Lecture

1.0 Course Unit

NURS 760 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.

Activity: Lecture
2.0 Course Units

NURS 764 Advanced Technologies & Clinical Decisions in Acute Care

This fieldwork course focuses on development of a systematic approach to advanced physical assessment, the use of diagnostic technologies and the development of a diagnostic reasoning as it applies to patient management of the acutely ill and injured. Emphasis is placed on development of competence to perform a comprehensive history and decision making for the management of acutely ill patients.

Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 768 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.

Course usually offered in fall term
Activity: Lecture
1.0 Course Unit

NURS 769 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.

Course usually offered in spring term
Prerequisite: NURS 657
Activity: Lecture
1.0 Course Unit

NURS 770 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.

Taught by: Becker; Dubendorf; Muller
Course usually offered summer term only
Prerequisite: NURS 657
Activity: Lecture
1.0 Course Unit

NURS 776 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.

Course usually offered summer term only
Prerequisite: NURS 731 AND NURS 733
Corequisite: NURS 777
Activity: Hybrid Course
1.0 Course Unit

NURS 777 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.

Course usually offered summer term only
Prerequisite: NURS 731 AND NURS 733
Corequisite: NURS 776
Activity: Lecture
1.0 Course Unit

NURS 778 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.

Course usually offered summer term only
Prerequisite: NURS 776 OR NURS 777
Activity: Hybrid Course
1.0 Course Unit

NURS 780 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.

Course usually offered summer term only

Activity: Lecture

1.0 Course Unit

NURS 781 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.

Course usually offered in fall term

Also Offered As: NURS 686

Prerequisite: NURS 607 AND NURS 657 AND NURS 780

Activity: Lecture

1.0 Course Unit

NURS 782 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.

Course usually offered in fall term

Prerequisite: NURS 607 AND NURS 657 AND NURS 780

Corequisite: NURS 781

Activity: Lecture

1.0 Course Unit

NURS 783 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.

Taught by: Candice Carbone

Course usually offered in spring term

Prerequisite: NURS 781 AND NURS 782

Corequisite: NURS 743 AND NURS 784

Activity: Lecture

1.0 Course Unit

NURS 784 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.

Taught by: Mary Guidera

Course usually offered in spring term

Prerequisite: NURS 781 AND NURS 782

Corequisite: NURS 743 AND NURS 783

Activity: Lecture

1.0 Course Unit

NURS 785 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.

Course usually offered summer term only

Prerequisite: NURS 783 AND NURS 784

Activity: Clinic

1.0 Course Unit

NURS 786 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.

Course usually offered in fall term

Prerequisite: NURS 783 AND NURS 784

Activity: Clinic

1.0 Course Unit

NURS 787 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.

Course usually offered summer term only

Prerequisite: NURS 783 AND NURS 784

Corequisite: NURS 788

Activity: Lecture

1.0 Course Unit

NURS 788 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.

Course usually offered summer term only

Corequisite: NURS 787

Activity: Lecture

1.0 Course Unit

NURS 789 Principles of Patient Safety & Quality Improvement in Healthcare

The course integrates the principles and methodologies of both quality and patient safety, which transforms and sustains high reliability organizations. Knowledge of the elements to complete a framework for safe and reliable healthcare will be described, as well as used by the students to apply the framework to a patient safety clinical situation. In addition, critical components of the current status of health care quality will be discussed, with emphasis on the role of patients, leadership, microsystems, and policy leaders. Organizational excellence will be examined in case reviews and discussions on strategies to develop and sustain quality and safety in the delivery of safe, effective, patient centered, timely, efficient, and equitable care.

Course usually offered in fall term

Activity: Online Course

1.0 Course Unit

Notes: Asynchronous, online course

NURS 790 Health Care Economics and Business Planning

This course integrates principles of health care economics and business planning. The course will be designed to facilitate the student knowledge and application of financial principles. Content to include: overview of health care landscape, health insurers, introduction to statistical modeling, ratios and forecasting, prediction models, earnings management, financial planning cycle, business case development and management of Big Data. Prerequisite: Asynchronous, online course

Course usually offered in fall term

Activity: Online Course

1.0 Course Unit

NURS 795 Nurse Anesthesia Residency II

This course is the second of two 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.

Course usually offered in spring term

Activity: Seminar

2.0 Course Units

NURS 796 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

Course offered summer, fall and spring terms

Activity: Online Course

1.0 Course Unit

Notes: For Streamlined Adult Gero Program Students Only

NURS 797 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

Taught by: Morelli

Course offered summer, fall and spring terms

Prerequisite: NURS 796

Activity: Online Course

1.0 Course Unit

Notes: For Streamlined Adult Gero Program Students Only

NURS 798 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

Course offered summer, fall and spring terms

Prerequisite: NURS 796

Activity: Online Course

1.0 Course Unit

Notes: For Streamlined Adult Gero Program Students Only

NURS 799 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.

Course not offered every year

Activity: Clinic

1.0 Course Unit

NURS 800 Dissertation Seminar I

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

Course usually offered in fall term

Activity: Seminar

1.0 Course Unit

Notes: For doctoral students in Nursing

NURS 809 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.

Taught by: Hodgson

One-term course offered either term

Activity: Seminar

1.0 Course Unit

NURS 813 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

Taught by: Bradway, Kagan

Course usually offered in fall term

Activity: Seminar

1.0 Course Unit

Notes: For doctoral students in Nursing

NURS 814 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

Course offered spring; odd-numbered years

Activity: Seminar

1.0 Course Unit

Notes: For doctoral students in Nursing

NURS 818 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

Course offered spring; even-numbered years

Activity: Seminar

1.0 Course Unit

Notes: For doctoral students in nursing

NURS 819 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

Activity: Seminar

1.0 Course Unit

Notes: For doctoral students in Nursing

NURS 823 Designing Interventions to Promote Health and Reduce Health Disparities

Advanced analysis, design and evaluation of interventions to promote health and reduce health disparities with a focus on underserved vulnerable minority or ethnic populations, through culturally competent research, education and clinical practice. Areas to be evaluated include:

- Health disparities as it relates to health promotion and disease prevention behavioral intervention research in vulnerable communities
- Concepts of marginalization, race, ethnicity, class, gender and culture as it relates to health disparities – Social-psychological theoretical and research approaches related to developing culturally congruent health promotion interventions to reduce health disparities for vulnerable populations
- The use of elicitation, focus groups and ethnographic techniques to tailor health behavior theory to meet the needs of the population
- Culturally competent research methodologies, involving education and/or clinical practice, e.g. culturally competent measures, recruitment, retention, and informed consent in hard to reach populations
- Community participatory research as a strategy for working with the community to build research partnership and build capacity for sustained health promotion initiatives
- Health promotion intervention strategies for reducing health disparities in vulnerable communities
- Strategies to evaluate the effectiveness of interventions using randomized controlled trials (RCTs) in community and clinical settings
- Strategies for tailoring successful evidenced-based health promotion interventions to a variety of different populations for use in clinical trials and community settings
- Examine approaches for the translating and disseminating evidenced-based intervention research Prerequisite: PhD Students

Course offered spring; odd-numbered years

Also Offered As: PUBH 539

Activity: Seminar

1.0 Course Unit

NURS 824 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

Course offered fall; odd-numbered years

Activity: Seminar

1.0 Course Unit

Notes: For Doctoral Students Only

NURS 825 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

Course usually offered in spring term

Activity: Seminar

1.0 Course Unit

Notes: For Doctoral Students Only

NURS 826 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 through 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

Course usually offered in spring term

Activity: Seminar

1.0 Course Unit

Notes: For Doctoral Students Only

NURS 828 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.

Course usually offered in fall term

Activity: Seminar

1.0 Course Unit

NURS 830 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.

Course usually offered in fall term

Also Offered As: GSWS 830

Activity: Seminar

1.0 Course Unit

NURS 833 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.

Activity: Seminar

1.0 Course Unit

Notes: 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.

NURS 837 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

Course usually offered in fall term

Activity: Seminar

1.0 Course Unit

NURS 839 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.

Course usually offered in fall term

Activity: Seminar

1.0 Course Unit

NURS 849 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.

Course usually offered in spring term

Activity: Lecture

1.0 Course Unit

NURS 851 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.

Taught by: Rosemary Polomano

Activity: Online Course

1.0 Course Unit

NURS 852 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.

Taught by: Amy M. Sawyer, PhD, RN

Course usually offered in fall term

Prerequisite: NURS 851

Activity: Online Course

0.5 Course Units

Notes: .5 credit unit

NURS 853 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.

One-term course offered either term

Prerequisite: NURS 852

Activity: Lecture

0.5 Course Units

Notes: .5 credit unit

NURS 854 DNP Project Evaluation and Dissemination (DNP Project #4)

The Doctor of Nursing Practice (DNP) project is the terminal project for fulfillment of the DNP Degree requirements. The DNP Project prepares students to lead and conduct a scientific clinical inquiry project that integrates and applies learning from coursework and clinical practicums. The DNP project is a logical extension of the practice immersion experience, and uses evidence and the literature-related information to guide improvements in either practice or patient outcomes. The DNP Project will culminate in the development of an evidence-based, practice manuscript.

Taught by: Ann O'Sullivan

Course usually offered in fall term

Prerequisite: NURS 853

Activity: Lecture

1.0 Course Unit

NURS 858 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.

Course usually offered summer term only

Activity: Lecture

1.0 Course Unit

NURS 890 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

Taught by: Designated Member of the School of Nursing Grad Group

Course usually offered in fall term

Activity: Independent Study

1.0 Course Unit

Notes: For Nursing Doctoral Students Only

NURS 897 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

Taught by: Designated Member of the School of Nursing Grad Group

Course usually offered in fall term

Activity: Independent Study

1.0 Course Unit

Notes: For Nursing Doctoral Students Only

NURS 900 Directed Study

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

One-term course offered either term

Activity: Independent Study

1.0 Course Unit

NURS 995 Dissertation

Dissertation General Tuition

One-term course offered either term

Activity: Dissertation

1.0 Course Unit