

NR (NURSING)

Courses

NR.110

NR.110.562. Advanced Practice in Acute Care I. 4 Credits.

This course fosters clinical competency and emphasizes evidence-based practice in adult acute/critical and chronic healthcare settings. It emphasizes the integration of theory, assessment and advanced therapeutics for adults and frail elders in high acuity patient settings. Students will perform comprehensive clinical assessment including appropriate diagnostic and therapeutic testing. Management of acute and chronic health problems will be accomplished with the direction of clinical preceptors. Clinical placements are arranged by faculty and will include placement in one of a variety of acute/critical care areas including, but not limited to: CCU, MICU, SICU, ED, intermediate care, and specialty services such as transplant and oncology. Gerontology experiences in complex long term care, rehabilitation and/or inpatient units specializing in the acute care of elders will also be provided. At weekly seminars, currently recommended diagnostic and treatment regimens will be discussed in a lecture and case study format. Information presented will focus on pathophysiology, subjective and objective clinical data including physical examination, laboratory and diagnostic test results, differential diagnosis and development of a management plan within the scope of Adult-Gerontology ACNP practice. 250 clinical hours. Pre/corequisites: NR.110.508, 110.547, 110.549, 110.572

Prerequisite(s): NR.110.549 is a prerequisite for this course.

NR.110.572. Advanced Diagnostics and Therapeutics. 2 Credits.

This clinical course introduces students to the role and scope of practice for Adult Gerontology – Acute Care Nurse Practitioners. Methods of advanced assessment and treatment modalities utilized with acutely and critically ill adults and elders are discussed. Content includes nutritional support, fluid and electrolyte replacement, transfusion medicine, hemodynamic monitoring, and mechanical ventilation. Analysis of relevant laboratory and advanced cardiopulmonary assessment data is included. Laboratory practice is provided for procedures such as suturing, intubation and line insertion, as well as application of other invasive therapeutic and diagnostic devices. Corequisites: NR.110.547 and 110.549

NR.110.663. Advanced Practice Nursing: Case Studies in Acute Care Nursing. 3 - 5 Credits.

See NR110.562 for description. Course available to Accelerated Postmasters ACNP students only. 125-270 clinical hours.

NR.110.540. Teaching Strategies in Nursing. 3 Credits.

Selected formative and summative instructional strategies to promote engagement and interactive learning in the academic and clinical setting will be explored. Topics include how to facilitate learning using innovative teaching strategies and methods to promote learner development and socialization, Brain Targeted Teaching (BTT), and the use of media and technology. Students will be prepared to integrate and apply the concepts of the teaching learning process to create a positive and impactful learning environment.

NR.110.543. Teaching Practicum. 1 - 3 Credits.

This course will give students an opportunity to apply concepts of teaching strategies, curriculum theory and design and evaluation in the educator role that is within their area of interest. The student can choose from a variety of opportunities. Pre/corequisites: NR.110.638, 110.540, 110.730, or permission of faculty/advisor

Prerequisite(s): NR.110.540[C] OR NR.110.638[C] OR NR.110.730[C]

NR.110.560. Program Development and Evaluation in Health Care. 2 Credits.

This online course is an introduction to the development and application of key skills for reflective program design and evaluation. Students will engage in iterative and cumulative skills-based learning related to the different components and steps of the program development and evaluation process. Consideration of context is a critical element of program development and evaluation. For this reason students are strongly encouraged to select a program focus of relevance to their area of professional interest. All the skills taught are essential for success as a program grant writer. Prerequisite: NR.210.606 Corequisite: NR.210.608

NR.110.573. Neurobiology of Mental Disorders. 1 Credit.

Building on fundamental knowledge of anatomy, physiology, and pathophysiology, this course focuses on major mental disorders across the lifespan. Various factors underlying causality of these disorders including developmental, genetic, injury, trauma, infection, and degeneration are explored. Complex networks necessary for maintaining homeostasis within the brain and between the brain and body will be examined in relation to these disorders. This course lays the groundwork for advanced practice nurses caring for individuals with mental disorders including substance use disorders. Corequisites: NR.110.574, 110.575, 110.576 (for PMHNP students only)

Corequisite(s): NR.110.574[C] AND NR.110.575[C] AND NR.110.576[C]

NR.110.574. Clinical Psychopharmacology. 2 Credits.

This course provides an overview of psychopharmacology principles and uses evidence-based best practice guidelines for the treatment of psychiatric disorders encountered across the lifespan. A case-based approach is used to understand neuropharmacological mechanisms, risks, benefits and outcomes of commonly used psychotropic medications while considering the DSM diagnostic and symptom descriptions. Corequisites: NR.110.573, NR.110.575, and NR.110.576

Corequisite(s): NR.110.573[C] AND NR.110.575[C] AND NR.110.576[C]

NR.110.575. Differential Diagnosis of Mental Disorders. 2 Credits.

This course uses a case-based approach to learning differential psychiatric diagnosis. Students develop advanced skills for the differential diagnosis of mental disorders, including observational and interviewing skills, and the use and interpretation of screening tools, laboratory tests, and behavioral assessments. Case studies will utilize the most current edition of the Diagnostic and Statistical Manual for Mental Disorders (DSM 5) and other appropriate nosological methodologies for diagnosis. Corequisites: NR.110.573, NR.110.574, and NR.110.576

Corequisite(s): NR.110.573[C] AND NR.110.574[C] AND NR.110.576[C]

NR.110.576. Psychotherapeutic Frameworks and Modalities. 2 Credits.

This course provides an overview of major concepts, theories, and research related to psychotherapeutic treatments for mental disorders across the lifespan. Emphasis is placed on the integration of two content areas: psychotherapeutic case formulation and treatment planning; and the application of evidence-based brief psychotherapies for the treatment of particular disorders, symptoms and issues. Brief applications of Cognitive Behavioral Therapy and Motivational Interviewing will be examined in detail through a case-based learning approach. Corequisites: NR.110.573, NR.110.574, and NR.110.575

Corequisite(s): NR.110.573[C] AND NR.110.574[C] AND NR.110.575[C]

NR.110.577. Clinical Reasoning I: Psychiatric Mental Health Nurse Practitioner Practicum: Adult/Gero. 1 Credit.

This course provides comprehensive instruction in the diagnosis and management of a patient with psychiatric comorbidities in the role of a psychiatric nurse practitioner. The course stresses the role of a PMHNP and the complex knowledge and skill that is required in order to address the specific needs of adults and older adults. Prerequisites: NR.110.573, NR.110.574, NR.110.575, and NR.110.576 Corequisite: NR.110.579; NR.110.581 (if needed)

Prerequisite(s): NR.110.573[C] AND NR.110.574[C] AND NR.110.575[C] AND NR.110.576[C]

Corequisite(s): NR.110.579[C]

NR.110.578. Clinical Reasoning II: Psychiatric Mental Health Nurse Practitioner Practicum: Peds/Family. 1 Credit.

This course provides clinical training in the full role of the psychiatric mental health nurse practitioner. Emphasis is placed on the integration of two content areas: the knowledge and skills for PMHNP practice; and the specific mental health needs of children and families. Clinical experiences, lectures, case discussions, and projects allow students the opportunity to develop competencies in the ethical, safe, collaborative, and evidence-based provision of mental health care to children, adolescents and families in the context of a changing health care system. 250 clinical hours. Prerequisites: NR.110.573, NR.110.574, NR.110.575, and NR.110.576 Corequisite: NR.110.580

Prerequisite(s): NR.110.573[C] AND NR.110.574[C] AND NR.110.575[C] AND NR.110.576[C] AND NR.110.577[C]

Corequisite(s): NR.110.580[C]

NR.110.579. Integrated Care I. 1 Credit.

This is the first of two integrated care courses. The focus is on applying the PMHNP and integrated care competencies of systems-oriented practice that include collaboration, teamwork, care coordination and community practice partnerships. Prerequisites: NR.110.572-110.576 Corequisite: NR.110.577

Prerequisite(s): NR.110.573[C] AND NR.110.574[C] AND NR.110.575[C] AND NR.110.576[C]

Corequisite(s): NR.110.577[C]

NR.110.580. Integrated Care II. 1 Credit.

This is the second of two integrated care courses and builds off of the first course. The focus of the course is on applying culturally sensitive PMHNP and integrated care competencies to plan and implement population-based screening, care planning, mental health literacy interventions and continuous quality improvement. Prerequisites: NR.110.572-110.576 and 110.579 Corequisite: NR.110.578

Prerequisite(s): NR.110.573[C] AND NR.110.574[C] AND NR.110.575[C] AND NR.110.576[C] AND NR.110.579[C]

Corequisite(s): NR.110.578[C]

NR.110.585. Clinical Reasoning III : Psychiatric Mental Health Nurse Practitioner. 1 Credit.

This is the third of four sequential theory courses designed to equip the PMHNP student with the knowledge and competency necessary for delivering exemplary holistic primary care across the lifespan. It emphasizes wellness promotion, gender/reproductive health, and the management of associated health conditions. By the conclusion of this course, students will have developed a foundational understanding and skill set for providing respectful, effective, inclusive, and equitable care to patients, setting the stage for advanced practice in the healthcare setting. ?Co-requisites : Clinical Practicum III Pre-requisites : Clinical Reasoning I, II

NR.110.586. Clinical Reasoning IV: Psychiatric Mental Health Nurse Practitioner. 1 Credit.

This course is the fourth in a series of four sequential theory-based courses, for Psychiatric Mental Health Nurse Practitioner (PMHNP) students. It is specifically designed to build upon and enhance students' knowledge, understanding, and clinical competencies in managing complex, chronic, multi-system, and special conditions across the lifespan. Upon completion of this course, students will be equipped with advanced nursing practice skills and the necessary competencies to deliver high-quality, empathetic, equitable, inclusive, and comprehensive care to patients in the healthcare care setting. ?Co-requisites: Clinical Practicum IV Pre-requisites: Clinical Reasoning I, II, III

NR.110.591. Dying & Death: Personal & Professional Perspectives. 1 - 3 Credits.

This elective course will present an overview of concepts and issues related to dying and death. Through presentations, small group discussions and personal reflection, students will be encouraged to explore the personal and professional meanings of loss, grief and bereavement, the dying process, individual behavioral, psychosocial and spiritual responses, family concerns, and religious and cultural influences. Ethical issues, such as dying with dignity and quality of life will also be addressed. Limited enrollment.

NR.110.593. Family Violence. 1 - 2 Credits.

An elective focusing on the causes and extent of violence in the family, the human responses to violence, the influence of culture and community on violence in the family and nursing interventions for the problem on the primary, secondary and tertiary prevention levels. Areas of violence in the family to be examined will include child abuse, intimate partner abuse, sexual abuse, violence involving adolescent family members, abuse of elderly family members and homicide. Students will also have an opportunity to experience a field placement in a community agency providing services to violent or potentially violent families. Limited enrollment.

NR.110.599. Independent Study. 1 - 3 Credits.

Scholarly activity under guidance of faculty serves to help students achieve professional goals. This course may be taken as elective credit.

NR.110.605. Leadership and Management in Health Care. 3 Credits.

This online course is focused on the analysis, integration and application of principles of leadership and management to health care organizations and to population-based efforts across the public health care delivery system. Special emphasis is placed on the practical skills needed for nurses to succeed as leaders and managers in today's local, state, national and international health care and/or public health environment. Although this course is not clinical, students will have several opportunities to practice leadership-related skills through group case-based learning that will focus on leadership, organizational assessment, financial resource decision making and allocation, diversity in the workforce and quality improvement. Prerequisite: NR.210.609 Recommended corequisite: NR.110.609

NR.110.607. Health Systems Management I. 3 Credits.

Based on the student's past nursing or health care management experience, this individualized planned practicum will provide the student with an opportunity to explore the role of nurse manager or nurse administrator (multiple settings) within the context of a leadership domain and an administrative issue. This clinical practicum course will be an individualized experience in exploring the role of the nurse manager or administrator that will include identification of an issue relevant to their specialty practice. The student will perform a comprehensive analysis of the issue to include a scholarly review and appraisal of the literature, consult with at least three managers/administrators to discuss their role and involvement in the issue of interest, and complete a negotiated leadership role management project.

NR.110.608. Business Plan. 1 Credit.

This course is designed to integrate previous learning involving the important tools for business planning, strategic management techniques and decision making as it relates to a specific case study. Prerequisites: NR.110.609, 110.605, & Financial Management Theory requirement

NR.110.609. Health Systems Management II - Specialty Practice. 3 Credits.

This practicum and the associated content focus on evidence based practice of leadership and management in diverse clinical settings. Students will explore, analyze, and apply specific strategies of management and leadership to the administrative roles of nurses across the contemporary health care environment. Managerial functions of planning, organizing, leading and evaluating will be applied and analyzed by each student during the practicum experience providing opportunities to develop management and leadership skills. Special emphasis will be placed on the theory and practical approach to decision-making within organizations, use of data in day-to-day management activities, quality management, innovation, and management of human capital, time and resources. Seminar discussions will focus on leadership and management tools, team building, organizational assessments, organizational power and politics, organizational ethics, resource allocation, human resources and labor relations, business communication, performance management and career development. 168 clinical hours. Prerequisite: NR.210.609 Recommended corequisite: NR.110.605

NR.110.611. Health Systems Management III - Outcomes Management. 3 Credits.

This capstone course focuses on the application of case management methods in a selected population. Biopsychosocial and ethical concepts, advanced health assessment skills, and systems theory presented in previous course work will be integrated and applied to the advanced specialty health care needs of patients. Proficiency in the entry, validation, analysis and presentation of patient outcomes data will be developed in the computer lab and applied in the clinical setting. 168 clinical hours. Prerequisites: NR.210.606 and NR.110.609

NR.110.612. Diagnosis, Care and Management of Persons with HIV/AIDS (Local to Global). 3 Credits.

This course provides the student with evidence-based clinical management strategies for HIV and HIV/AIDS focusing initially on management of persons locally, then shifting focus at the end of the course to global HIV/AIDS issues. The course will examine diagnostic testing and clinical management strategies for opportunistic infections, common co-morbid conditions in persons with HIV/AIDS, as well as chronic health conditions resulting from HIV therapy. Prevention techniques including vaccination schedules, antimicrobial prophylaxis, and risk-reduction interventions will be discussed. Case studies from inpatient, outpatient, community-based organizations and correctional populations will be used to integrate clinical decision making skills to real world HIV/AIDS case examples. During the last two days of the course, the focus will turn from HIV management in the U.S. to care and management in underserved populations and under resourced settings both in the U.S. and abroad. This section of the course will allow students to identify a focus country to explore HIV/AIDS programmatic issues, care and treatment responses and to develop a focused plan to address a specific need. Prerequisites: NR.210.602 and NR.110.615 for HIV Certificate students; NR.120.507 for Masters Entry students Corequisite: NR.110.613

NR.110.613. Health Assessment: HIV and Associated Comorbidities. 1 Credit.

This clinical course provides the student with an experiential clinical evaluation opportunity for persons with HIV and HIV/AIDS including associated comorbidity. The course will apply didactic instruction from NR.110.612 in the diagnosis, assessment and initial clinical management strategies for opportunistic infections, common co-morbid conditions in persons with HIV/AIDS, as well as chronic health conditions resulting from HIV therapy. Clinical case studies and exemplar patients will be utilized from inpatient and outpatient clinics to integrate clinical decision making skills to real world HIV/AIDS case examples. 56 clinical hours. Prerequisites: NR.210.600, NR.210.602, and NR.110.615 Corequisite: 110.612

NR.110.614. Primary Care for Patients in Limited Resource Settings. 2 - 3 Credits.

This course synthesizes clinical, social, and policy topics for practice involving underserved rural or urban populations. Students will critically evaluate the intersectionality of health issues, disparities, and their underlying policies affecting low resource settings. Students will examine ways to reduce health disparities through resource utilization with consideration of both physical and social environments, diversity, equity, and access along the healthcare continuum. These topics will span from patient interventions with utilize an effective interdisciplinary team to critically evaluating health policy that affects the well-being of their patient population. Clinical Component: HIV Primary Care Certificate Students will complete a clinical rotation in co-morbidity management through specialty clinic rotations. 56 hours Pre/Corequisites: Clinical Practicum I, Clinical Reasoning II, or Permission of Instructor

NR.110.618. Leadership for Complex Learning Organizations. 2 Credits.

This advanced leadership course focuses on the theories and practical application of leadership and management for organizational behavioral within the complex healthcare environment. Students will explore leadership concepts at the personal, organizational, and staff levels and perform self-assessments. Throughout the course, students will explore contemporary hot topics that influence and are influenced by organization behavior. The students will identify emerging issues and the use of innovation and interprofessional relationships to meet ongoing challenges in the healthcare organizational environment. Pre/corequisite: NR.110.605

Prerequisite(s): NR.110.605[C]

Corequisite(s): NR.110.605[C]

NR.110.619. Health Care Economics for Management and Practice. 2 Credits.

This course introduces students to economic concepts and applications in health and health care. Fundamental concepts in health economics are presented and then examined using applications drawn from diverse health care delivery settings and from public health practice. Core topics discussed include the economics of health care delivery organizations, workload measurement using relative value units, using cost-effectiveness and cost-benefit analysis to assess value, the incentive effects of health care payment systems, the economics of prevention services, and the economics of novel health care delivery technologies. Using data and information drawn from contemporary topics in public health and health reform, students will learn key terminology and analytical skills necessary for quantifying health care delivery cost and value. Corequisite: NR.210.606

NR.110.622. Breastfeeding: Practice and Research. 2 - 3 Credits.

The focus of this course will be on the practice of breastfeeding in relation to culture, the evidence base for practice, the clinical techniques used to support successful breastfeeding, and the role of the nurse in the breastfeeding process. Strategies to encourage the initiation and duration of breastfeeding will be presented. Limited enrollment. Prerequisite: NR.120.520

Prerequisite(s): NR.120.520[C]

NR.110.629. Intermediate Spanish for Health Professionals. 2 Credits.

This course is designed to provide students with the specific medical vocabulary and terminology necessary to communicate with and help treat Latino patients with limited English proficiency. The course will include specific vocabulary groups relating to assessment and care of patients, vocabulary to establish rapport, and discussions leading to cultural competencies. The course will use pre-designed dialogues to review and learn vocabulary and grammar structures, as well as a workshop settings designed to put students into scenarios where they can use both their speaking and listening skills. Most of the course will be taught in Spanish and because this is an Intermediate course, students will be expected to have taken Spanish and retained basic conversational abilities. This course will also include a substantial online component. There will be a placement examination on the first night of class. Pre-Requisites: Functional fluency in the target language. ACTFL Proficiency = Intermediate Mid: Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging. Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution. Limited enrollment.

NR.110.630. Beginning Spanish for Health Professionals. 2 Credits.

Students enrolled in this class will begin by learning basic Spanish language structure and vocabulary and building appropriate phrasing and vocabulary to facilitate intake of basic information. Focus will be placed on broad vocabulary acquisition as well as specific medical terminology. As a result, extensive memorization will be required for successful participation. Cultural competency concerns will also be discussed. Select students may be able to continue to Advanced Beginning, assuming appropriate focus and effort are dedicated to this course. There will be a placement examination on the first night of class. Pre-Requisites: Very little to NO prior study or experience with the target language. ACTFL Proficiency = Novice Low: Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. Limited enrollment.

NR.110.631. Health Emergencies in Large Populations. 3 Credits.

This intensive course will create an understanding of the public health needs of populations caught up in disaster and conflict. This includes the background, underlying causes, and the dynamics which cause populations to be vulnerable in emergencies. Conceptually, students will understand the link between disaster and development, and how development programs reduce risks for vulnerable populations. Students will be equipped with basic skills to allow them to respond to the public health needs of populations in emergency situations. These include areas of planning, epidemiological assessment, control of communicable disease, information and surveillance systems, environmental sanitation methods, and meeting nutrition requirements in refugee situations. The course will provide an understanding of some other major refugee issues including protection of populations at risk, building human security and meeting mental health needs of affected populations. Through course work and course materials the important link between human rights, human security, and the more technical aspects of responses will be emphasized.

NR.110.634. Nursing in Disasters, Mass Casualty Events & Public Health Emergencies. 3 Credits.

This course will provide students with the knowledge, skills and a heightened awareness preparedness and response strategies for disasters, mass casualty events (MCEs) and large scale public health emergencies. Course content and activities focus on understanding the core concepts in critical event mass casualty and disaster management. Course content is designed to assist students in developing initial competence in disaster and mass casualty nursing based upon the International Council of Nurses (ICN) competencies for Disaster Nursing and the Centers for Disease Control and Prevention (CDC) competencies for Public Health Emergency Preparedness.

NR.110.638. Curriculum Theory & Design. 3 Credits.

Theories, concepts, and the science of curriculum development to inform academic curriculum design and practice will be the focus of this course. The examination of curriculum models in nursing education, along with the standards and accreditation process will provide the framework for the analysis and evaluation of approaches used to create an innovative curriculum which reflects professional priorities, societal trends, and institutional philosophies. Students will be prepared to apply the curriculum development process to create and evaluate programs for academic and practice settings, as well as address issues related to curriculum maintenance and enhancement.

NR.110.639. Advanced Beginner Spanish for Health Professionals. 2 Credits.

This course is designed to re-awaken previous language study and provide a forum for development of both additional basic language skills and specific medical terminology. The course will include acquisition of frequently used vocabulary, basic grammar concepts, elementary conversational vocabulary, and colloquialisms. It will include specific vocabulary groups relating to the basic assessment and care of patients. Students will be provided with opportunities to experience the five major areas of language learning: Speaking, Listening, Reading, Writing and Culture. The major focus will be on Speaking and Listening with Reading and Writing providing concrete practice outside of the classroom. There will be a placement examination on the first night of class. Pre-Requisites: Some study or experience with the target language. ACTFL Proficiency = Novice Mid to Novice High: They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so. Limited enrollment.

NR.110.640. Advanced Spanish Topics for Health Personnel. 1 Credit.

This class will give students already fluent in Spanish the opportunity to practice their general as well as medical Spanish abilities in an atmosphere of Socratic discussion and active exchange of ideas based on weekly reading assignments. Topics discussed include but are not limited to: linguistic, cultural and ethical concerns of interpreters in a medical setting, legal and social responsibilities of interpreters in a medical setting, and review of current standards for interpreting (California and Massachusetts). Limited enrollment. Prerequisite: NR.110.429 Intermediate Spanish (B or better) or permission of instructor.

Prerequisite(s): NR.110.629[C]

NR.110.641. Online Teaching and Learning: Development and Instruction. 3 Credits.

Knowledge, skills and tools needed to develop and teach in an online learning environment will be the focus of this course. Using best practices supported by evidence, the topics of pedagogy, technology, infrastructure, and design necessary in an online teaching and learning environment will be addressed. Students will be prepared to reconceptualize courses from traditional classroom to online environments, design, teach, and manage online and hybrid learning environments, along with how to interact and engage with learners online.

NR.110.645. Advanced Pediatric Acute Care Topics and Procedures. 3 Credits.

This course provides advanced knowledge of common complex acute, critical and chronic conditions to prepare the student to provide restorative care for the pediatric patient. Content addresses comprehensive diagnosis, evaluation and management of complex acute, critical and chronic health problems along with principles of diagnostic and treatment modalities.

Corequisite(s): NR.110.646[C]

NR.110.646. Advanced Pediatric Acute Care Topics. 3 Credits.

This course emphasizes competence and integration of assessment, critical thinking and evidence based practice to develop differential diagnoses and management plans for complex pediatric acute, critical and chronic care conditions. Prerequisite: NR.110.645

Prerequisite(s): NR.110.645 is a prerequisite for this course.

NR.110.647. Advanced Pediatric Acute Care Topics and Roles. 1 Credit.

This course emphasizes the integration of assessment, critical thinking and evidence based practice to develop differential diagnoses and management plans for complex pediatric acute, critical, and chronic conditions. It integrates the scientific, quality and independent practice competencies of the pediatric acute care nurse practitioner with an emphasis on leadership competencies. Prerequisite: NR.110.646

Prerequisite(s): NR.110.646 is a prerequisite for this course.

NR.110.648. Pediatric Primary/Acute Care Practicum. 1 - 4 Credits.

This course fosters clinical competence and emphasizes the integration of assessment, critical thinking and evidence based practice to develop differential diagnoses and management plans for common, complex acute, critical and chronic care conditions. Management of these conditions will be accomplished through clinical experiences under the direction of faculty and clinical preceptors. Clinical placements may include a variety of acute and chronic care settings including, but not limited to intensive care units, inpatient units, emergency departments, intermediate care settings, specialty care settings, etc. This course is repeatable and the credit allocation will be determined individually by the semester of study. The student will have the opportunity to demonstrate beginning competency in simulation and in precepted clinical experience. (56 to 224 clinical hours)Corequisite: NR.110.645, 110.646 or 110.647

Prerequisite(s): NR.110.646[C]

NR.110.649. Advanced Pediatric Acute Care Topics and Roles. 1 Credit.

This course emphasizes the integration of assessment, critical thinking and evidence based practice to develop differential diagnoses and management plans for complex pediatric acute, critical, and chronic conditions. It integrates the scientific, quality and independent practice competencies of the pediatric acute care nurse practitioner with an emphasis on leadership competencies.

NR.110.650. Sexual Health Disparities. 2 Credits.

This course introduces students to sexual health disparities in the United States. Topics include social, epidemiologic, and behavioral determinants of HIV and sexually transmitted infections (STIs), along with disparities related to various forms of violence and trauma. This course explores disparities in healthcare access and utilization among racial/ethnic and sexual minority populations, low-income persons, and immigrants. Through the exploration of health theories, research, and clinical outcomes, students will apply course concepts to nursing practice and science.

NR.110.651. Leadership Role Identity and Career Development. 2 Credits.

This course examines selected principles of personal and professional growth and development necessary for envisioning and constructing an impactful leadership career trajectory. Emphasis is on values formation, particularly leading and managing oneself as core behavioral skills for a successful nursing leadership career in various healthcare organizations and contexts.

NR.110.652. Leadership and Organizational Culture: Theories & Practice in Contemporary Healthcare. 3 Credits.

Students in this course will acquire essential knowledge and skills that typify nursing leadership effectiveness in various levels of healthcare organizations (e.g., micro, meso, and macrosystem levels). Appraisals of contemporary leadership, management, and organizational culture theories, and how these shape and influence students' leadership behaviors are emphasized. Further emphasis is on the application of theory-based and empirically supported leadership practices as a grounding framework for a successful and impactful leadership career. Managerial concepts and activities are integrated into this course.

NR.110.653. Leadership: Organizational Dynamics, Complexities, and Change. 3 Credits.

Students in this course will examine organizational culture and dynamics within the context of healthcare delivery systems. Students are provided with the essential knowledge and skills for leading, managing change, and uncertainties in the evolving and complex healthcare environment. Real-world applications of organizations and systems theories, models, research, and best practices are embedded in this course. Pre and Corequisites: NR 110.652 and NR 110.656

Prerequisite(s): NR.110.652[C] AND NR.110.656[C]

NR.110.654. Foundations of Healthcare Quality and Safety. 2 Credits.

This course provides students with essential content on quality and safety to enable the development of competencies applied to their healthcare leadership roles. Topics reflect the healthcare delivery systems shift to business models (e.g., value-based care) designed to reward safe and quality care outcomes as well as cost-effective care; nurse leaders are increasingly expected to play a central role in supporting this shift. Topics also include translation of the best evidence to the development and implementation of interventions for enhanced quality and safety in practice. Performance improvement strategies and methods will be embedded throughout the course, given their essential role in the healthcare environment of quality and safety. Pre and Corequisite: NR 210.606

Prerequisite(s): NR.210.606[C]

NR.110.655. Healthcare Organizational Leadership Practicum I. 2 Credits.

This is the first of the three sequential leadership practicum courses in the Healthcare Organizational Leadership (HOL) Track. The focus of this practicum is to socialize the students into leadership roles within the microsystem level of an organization such as patient care units, primary care clinics, urgent care centers, insurance companies, and healthcare agencies. Practicum sites include direct or indirect care settings supporting the essential role competencies of leaders in a microsystem level of various healthcare organizations. Pre and Corequisites: NR 110.651, NR 110.652 and NR 210.607

Prerequisite(s): NR.110.652[C]

NR.110.656. Healthcare Organizational Leadership Practicum II. 3 Credits.

This is the second of the three sequential leadership practicum courses in the Healthcare Organizational Leadership (HOL) Track. Building on the competencies acquired in HOL practicum I, students are socialized into nursing leadership roles at the mesosystem level of an organization such as departments of a hospital, long-term care facilities, and community healthcare facilities. Students will acquire essential role competencies of a director at a mesosystem level such as directors of critical-care, cardiovascular service line, emergency department, quality patient safety, and nursing education standards. The development of a financial acumen for leadership and completion of healthcare safety and/or quality project are critical practice components of this course. Pre and Corequisite: NR 110.654, NR 110.655 and NR 210.806

Prerequisite(s): NR.110.655[C] AND NR.210.806[C]

Corequisite(s): NR.110.654[C]

NR.110.657. Healthcare Organizational Leadership Practicum III. 4 Credits.

This final leadership practicum in the Healthcare Organizational Leadership (HOL) Track facilitates the synthesis of the students' knowledge, skills, and values developed in the previous theoretical and practical leadership and management courses. This practicum emphasizes the application of leadership role competencies at the macrosystem level of a healthcare organization. Aligned with their leadership career goals, students will design the practicum experience and select a meaningful project that has a potential impact on the organizational practice site where they are based or one which they endeavor to lead. Pre and Corequisites: NR 110.619, NR 110.656 and NR 110.653

Prerequisite(s): NR.110.656[C]

Corequisite(s): NR.110.619[C] AND NR.110.653[C]

NR.110.658. From Local to Global: International-Service Learning for the Healthcare Professional. 3 Credits.

This course is designed to extend the nursing skills of graduate students into the global health arena through an immersive international service-learning experience. It offers a customized global health immersion experience depending on the collaboration with local partners. Students will complete relevant pre-departure training modules, case studies, and lectures asynchronously as well as synchronous pre-departure briefing prior to their field placements. This course integrates key competencies from the Consortium of Universities for Global Health (CUGH) toolkit, the World Health Organization's (WHO) Global Competency and Outcomes Framework for Universal Health Coverage, and the American Association of Colleges of Nursing (AACN) Essentials: Competencies for Professional Nursing Education. By the end of this course, students will have honed their critical thinking and competency skills through collaborative activities with local community agencies. They will engage with healthcare issues via experiential learning opportunities that explore the biosocial frameworks influencing health and healthcare. Additionally, students will critically reflect on opportunities for health prevention and enhance their cultural competency, deepening their understanding of diverse health environments. Pre or co-requisites: Students have to apply and be selected to be enrolled into this course. To apply, MEN students must have completed at least 2 semesters in the MEN program, no pre-application requirements for DNP or PhD students.

NR.110.659. Essentials of Global Health Leadership, Policy, and Practice for the Healthcare Professional. 2 Credits.

This comprehensive 1-week synchronous (plus asynchronous activities) course is designed to equip healthcare professionals with the essential knowledge and skills needed to lead, influence policy, and practice effectively in the field of global health. Through a combination of lectures, interactive workshops, case studies, and group discussions, participants will explore key concepts and current trends in global health, understand the social, economic, and environmental determinants of health, and examine the structures and functions of global health systems. The course will cover strategic program planning, implementation, and evaluation of health interventions, with a focus on building resilient health systems and engaging communities. Additionally, students will delve into disaster preparedness, environmental triage, and psychological first aid. The final day will highlight innovations, funding mechanisms, and sustainability in global health, preparing students to secure and manage resources for impactful global health projects. This course integrates key competencies from the Consortium of Universities for Global Health (CUGH) toolkit, the World Health Organization's (WHO) Global Competency and Outcomes Framework for Universal Health Coverage, and the American Association of Colleges of Nursing (AACN) Essentials: Competencies for Professional Nursing Education. By the end of the course, healthcare professionals will have a deeper understanding of global health leadership, policy development, and practice, empowering them to drive positive health outcomes in diverse settings.

NR.110.730. Evaluation: From Individual to Program. 3 Credits.

The principles guiding evaluation in nursing academia will be examined. Emphasis will be placed on the role of administrators, faculty, students and communities of interest in the evaluation process. Methods, techniques, and strategies used to conduct assessment of individual student performance in a variety of settings and evaluation of overall program effectiveness will be analyzed. Aspects of faculty evaluation will also be explored, as they relate to appointment, promotion, and tenure. Accreditation standards from the Commission on Collegiate Education in Nursing, the National League for Nursing Accreditation Commission, and selected nursing specialty organizations will be discussed.

NR.110.740. Scholarship Development. 9 - 12 Credits.

This course supports the visiting international student's participation in the academic contexts of research, writing, and conference presentation. Students will set individualized goals and design their own assignments to further their development as a scholar, often working with School of Nursing faculty on designing research protocols and analyses, attending guest lectures, writing their own journal articles and conference papers, and supporting growth in general presentation skills including raising awareness of cultural expectations for scholarly publication and presentation in U.S. professional environments.

NR.110.800. Philosophical Perspectives in Health. 3 Credits.

This course draws from and integrates the literatures of nursing theory and science studies (specifically philosophy of science, sociology of science and history of nursing science) to provide a comprehensive understanding of the nature of nursing science and the knowledge it provides. It examines the history of interaction between nursing theory and philosophy of science, with particular emphasis on the place both have played in the process of legitimating nursing science as an academic research discipline. It provides a basic exposure to the social structure of scientific disciplines and how that structure affects the nature of nursing knowledge and results in methodological plurality.

NR.110.805. Advanced Seminar in Health Equity Research. 1 Credit.

This seminar provides the student with a study of health equity across the life course. Students will have the opportunity to critically analyze how structural inequities, social determinants of health, and health equity connect, while examining theories, concepts and methods related to health equity research. Emphasis is on the current state of the science and research approaches including community and other partner engagement, biological and social measurement, data science, and implementation research to promote health equity. Implications for research, health system, public health, and policy will be examined. Students will engage in scholarly discourse and develop their research interests in this field culminating a conference ready scientific presentation of their findings based on research synthesis..

NR.110.809. Quantitative Research Design and Methods. 3 Credits.

This course will provide an in-depth exploration of the design and conduct of research in the health sciences. Students will evaluate common quantitative research designs, sources of bias and how to minimize bias in all steps of the research process across designs, and assess major concepts and principles relevant to research design and analytical approaches. Students will learn the strengths and weaknesses as well as when and how to use these designs and methods by studying and critiquing relevant examples from the literature and ongoing research by faculty. Special issues in the analysis and interpretation of data from various research designs and the critical evaluation of measurement techniques will be addressed. Discussions will also cover the ways in which the nursing perspective shapes the conduct and results of research.

Prerequisite(s): NR.110.800[C]

NR.110.810. Theory & Concepts of Health Behavior and Health Promotion. 3 Credits.

This course focuses on the theoretical foundations of health behavior and health promotion as a basis for nursing research. The theory and principles of how health behavior patterns of individuals, families and communities are acquired, maintained and changed are emphasized. The influence of social and psychological factors such as ethnicity, socioeconomic status, gender and social support is included. Selected research applications of theories and models of health promotion are analyzed and relevant research methodologies discussed.

NR.110.814. Scientific Perspectives in Nursing. 3 Credits.

This seminar is a synthesis of concepts of philosophy, theory, and research used in the development and testing of nursing knowledge. Concept analysis and construction, theory development and the relationships among conceptual frameworks, theories, and empirical referents are critically analyzed. The course considers nursing and related sciences with regard to the theories and research and teaches critical evaluation from the perspective of the contemporary philosophy of science and research methodology. Students are guided to consider the philosophic assumptions upon which specific theories are based and how the nature of the research problem and theory guides the choice of research method. They are also guided in the process of a critical review and synthesis of nursing and other knowledge in their own area of concentration and in the identification of key concepts and relationships for their own planned research. Prerequisite: NR 110.800

Prerequisite(s): NR.110.800[C]

NR.110.815. Qualitative Research Designs and Methods. 2 Credits.

This course will provide an in depth exploration of qualitative designs to address research questions relevant to the health sciences. Focus will be on the assumptions underlying qualitative approaches, appropriate uses of qualitative designs, strategies for managing and analyzing qualitative data, and critically analyzing the quality and rigor of qualitative studies.

Prerequisite: NR.110.800

Prerequisite(s): NR.110.800[C]

NR.110.816. Mixed Methods Research Designs. 2 Credits.

This course will provide an in depth exploration of mixed method designs that combine qualitative and quantitative data to address complex research questions relevant to the health sciences. Focus will be on the assumptions underlying mixed methods approaches, appropriate uses of mixed methods designs, strategies for integrating qualitative data with quantitative data in meaningful ways, and critically analyzing the quality and rigor of mixed methods studies. Pre/corequisites: NR.110.800, 110.809; 110.815, PH.140.621 and 622 or equivalents

Prerequisite(s): NR.110.800[C] AND NR.110.809[C] AND NR.110.815[C]

NR.110.817. Special Topics: Qualitative Design and Implementation. 2 Credits.**NR.110.818. Special Topics in Violence Research. 1 Credit.**

This seminar examines current topics and issues on violence prevention, intervention and policy research using an interdisciplinary perspective. It will include faculty from the Schools of Nursing, Medicine and Public Health at Johns Hopkins and other leading experts on violence research. Topics will include the physical and psychosocial factors in the perpetration of violence, physical and mental health effects of family and stranger violence, complex interrelationships of substance abuse and violence and the efficacy of health care individual and system interventions. Community level violence policy, prevention, interventions, and health care access for violence related health effects will also be examined. Research design, cultural factors, interdisciplinary collaboration and bioethical issues specific to violence research will be examined. Topics will span two years and the course may be taken up to four times. Pre/corequisite: Doctoral or Post-Doctoral student, or permission of instructor, or any JHU graduate student interested in violence research

NR.110.824. Stress and Stress Response. 2 Credits.

This seminar is a synthesis of concepts of philosophy, theory, and design used in the development and testing of knowledge regarding the phenomenon of stress, responses to stress, and interventions to ameliorate stress. Multiple dimensions of these phenomena are to be considered, including spiritual, psychological, biological, behavioral, social and environmental. Factors and units of analysis encompass the individual, family and community.

NR.110.827. Grant Writing. 1 Credit.

This seminar course provides a foundation upon which to build skills for writing grant applications from seeking appropriate mechanisms for accomplishing the dissertation through the completion of the application. Included in this continuum is the articulation of the background and significance, methods, plans for analysis, and discussion regarding human subjects or vertebrate animals. In applicable cases, the National Research Service Award (NSRA) mechanism is to be the focus. Prerequisites: NR.110.809 and NR.110.815

NR.110.828. Measurement in Health Care Research. 2 Credits.

This course presents both qualitative and quantitative approaches to analyze reliability, validity, and sensitivity of measurements in the health research field. Selected measurement theories and models of health research will be discussed. Classic measurement theories and principles of psychometrics, including reliability and validity, and latent variable-based measurement models, including exploratory factor analysis will be discussed and employed in evaluating data for instrument reliability, validity and sensitivity. This course is designed for doctoral students in nursing, public health and medicine.

Prerequisite(s): NR.110.809[C]

NR.110.832. Writing for Publication. 1 Credit.

This course is designed to introduce students to issues relevant to scholarly scientific writing and the publication process. Seminar topics will include factors to be considered in selecting a journal, authorship guidelines, challenges to successful writing (writer's block, procrastination, time management), scientific impact factor, reference managing software, literature searches and scientific documentation, steps in critiquing one's own and others' writing. This course provides opportunities to students to revise and prepare a paper to the point of submitting it for publication to an appropriate professional journal. Permission of the instructor is required for students not enrolled in a doctoral program at the Johns Hopkins University School of Nursing.

NR.110.835. Current Issues and Trends in Cardiovascular Health Promotion Research. 1 Credit.

In this seminar, students examine current issues and trends in cardiovascular health promotion research. Topics reflect the current state of the science and include utilization of Big Data science approaches to address research questions. Research concepts regarding risk factors, screening approaches, and risk reduction, with impact on specific health parameters, are explored. Implications for primordial, primary and secondary prevention strategies for cardiovascular risk management delivered at the public health, community, and provider level are examined. Selected research applications of cardiovascular health promotion interventions are analyzed and research methodologies are critiqued.

NR.110.840. Clinical Research Residency I. 1 Credit.

This seminar and clinical course is required for students in the DNP/PhD and DNP to PhD program and is available for elective credit for any PhD student considering a clinically focused dissertation topic and design methods associated with optimized control conditions. Corequisite: NR.110.827

Corequisite(s): NR.110.827[C]

NR.110.841. Clinical Research Residency II. 1 Credit.

The course is also available for elective credit for any PhD student and/or DNP student considering a clinically focused dissertation or project topic (i.e., the work has a patient-level outcome) and/or quasi-experimental study design methods associated with an optimized standard of care control condition.

NR.110.845. Policy Honors Seminar Program. 1 Credit.

The course will explore current topics in U.S. and global health policy. It will focus major attention on the policymaking process and the role and opportunities for advocacy. Class readings and discussions will cover major topics in the study of health policy, including: the roles of the local, state and federal government in U.S. health systems and policy, global health policy and international health institutions, the relative power of stakeholders in the policymaking process and the challenges that occur when those interests conflict, advocacy strategies, population health, the social determinants of health, health disparities, and opportunities for policymakers to work with clinical leaders to promote health.

NR.110.870. Scholarly Research Portfolio for PhD Students. 2 Credits.

This course will prepare leaders in nursing science development. Students will receive training for careers conducting research that advances the discipline of nursing, health, and health care quality. Under the mentorship of their advisors, students will develop an individualized program in selected areas of research congruent with their area of interest, training goals, and the expertise of their research advisor/committee. Within each semester of mentored research experience with an active investigator who has an established program of funded research, students will receive support in building a well-rounded scholarly portfolio.

NR.110.887. Nurse Faculty for the Future Education & Leadership I. 3 Credits.

This is the first of three courses designed to prepare doctoral students for an academic faculty role that focuses on the leadership and educator knowledge and skills required for transition to a new nurse faculty of the future role. This course will focus on teaching philosophies, curriculum development and evaluation, effective and innovative teaching methods and technologies, interprofessional education/practice, and nurse faculty roles. This course uses a hybrid learning approach of online and immersive seminar learning. Prerequisite: Enrolled in the Nurse Faculty for the Future program or per instructor permission

NR.110.888. Nurse Faculty for the Future Teaching Practicum I. 2 Credits.

This practicum experience will be individualized to provide the student with opportunities to develop within the role of a nurse educator. Essential skills include leadership, collaboration, and mentoring. Students are expected to integrate knowledge of teaching and learning theory and methods, advanced communication and situational assessment skills, evidence based practice, and principles of classroom instruction as components of teaching in a didactic course to facilitate the learning of pre-licensure or post-graduate nursing students. Prerequisite: NR.110.887

NR.110.889. Nurse Faculty for the Future Education & Leadership II. 3 Credits.

This is the second of three courses designed to prepare doctoral students for an academic faculty role that focuses on the leadership and educator knowledge and skills required for transition to a new nurse faculty of the future role. This course will focus on effective and innovative online teaching methods and technologies, interprofessional education/practice, and nurse faculty roles. This course uses a hybrid learning approach of online and immersive seminar learning. Prerequisite: NR.110.887

NR.110.890. Dissertation Seminar. 1 Credit.

This seminar provides a means by which progressing PhD students can gather to present and critique each other regarding progress through their dissertation, have a forum for problem-solving and solution-sharing, and to remain up to date regarding regulations in health care and research, and career development.

NR.110.891. Responsibilities & Activities of the Nurse Scientist. 2 Credits.

This seminar addresses the responsibilities and activities of a scientist in the health professions, including ethical issues; the responsible conduct of research; scientific freedom and social responsibility; collaboration and negotiation; interdisciplinary research; peer review; development of a program of research and research career; research funding; and dissemination of research findings through presentations and publications. Prerequisite: NR 110.800, NR.110.814, and NR.110.827 or permission of instructor

Prerequisite(s): NR.110.800[C] AND NR.110.814[C] AND NR.110.827[C]

NR.110.892. Nurse Faculty for the Future Teaching Practicum II. 2 Credits.

This practicum experience will be individualized to provide the student with opportunities to develop within the role of a nurse educator. Essential skills include leadership, collaboration, and mentoring. Students are expected to integrate knowledge of online teaching and learning theory and methods, advanced communication and situational assessment skills, evidence based practice, and principles of online instruction as components of teaching in an online course and facilitate interprofessional education to promote the learning of pre-licensure or post-graduate nursing students. Prerequisites: NR.110.887 and 110.889

NR.110.893. Nurse Faculty for the Future Leadership Practicum. 2 Credits.

This practicum experience will be individualized to provide the student with opportunities to develop leadership skills within the role of nursing faculty. Essential skills include self-reflection, collaboration, and management. Students are expected to integrate knowledge of leadership theory and methods, advanced communication and situational assessment skills, evidence based practice, and cultural competence to promote transition to a new nurse faculty of the future role. This course uses a hybrid learning approach of online and immersive seminar learning. Prerequisites: NR.110.887, 110.888, 110.889, and 110.892

NR.110.898. Independent Study. 1 - 3 Credits.

Scholarly activity under guidance of faculty serves to help students achieve professional goals. This course may be taken as elective credit.

NR.120**NR.120.501. Professionalism for Nursing in Health Care. 3 Credits.**

This course focuses on professional role development in nursing and health care. Content is organized into seven modules: 1) Local to global health care; 2) Ethics; 3) Interprofessional education; 4) Leadership principles; 5) Health care delivery system; 6) Quality and safety; 7) Professional roles in nursing. The course content will address health disparities, interprofessional communication, teams and teamwork, values, ethics, principles of leadership, and professional roles within both interprofessional and nursing teams. Students will be introduced to healthcare delivery concepts, such as healthcare delivery systems and healthcare policy and financing. Finally, students will develop their nursing practice by acquiring a basic understanding of healthcare competencies through two frameworks, the IOM competencies for health care professionals and the Quality and Safety Education in Nursing (QSEN) competencies. Pre/corequisites: NR.120.502, NR.120.503, NR.120.504, NR.120.505.

Corequisite(s): NR.120.502[C] AND NR.120.503[C] AND NR.120.504[C] AND NR.120.505[C] AND NR.120.537[C]

NR.120.502. Foundations of Nursing Practice. 3 Credits.

This course addresses the knowledge and skills needed to provide safe and effective care to patients. Students will explore scientific principles related to nursing interventions and will practice psychomotor skills needed to safely and effectively implement those interventions. Knowledge, skills and attitudes based on QSEN competencies, including person centered care, use of evidence based guidelines, quality improvement, safety and informatics will be incorporated into lab practice and Master's Program Outcomes. Pre/corequisites: NR.120.501, NR.120.503, NR.120.504, NR.120.505.

NR.120.503. Health Assessment I. 3 Credits.

This course provides students with the basic skills to complete a comprehensive health assessment including the physical, psychological, and social aspects of health to support person-centered care. Integrated in this assessment is the collection and analysis of data which are essential in planning safe and effective patient care. Lectures are designed to help the students apply their knowledge of health assessment to both primary and acute care settings. Emphasis is placed on gathering reliable and relevant information; recognizing variations of normal findings; and identifying abnormal findings using common health problems as exemplars. Pre/corequisites: NR.120.501, NR.120.502, NR.120.504, NR.120.505

Corequisite(s): NR.120.501[C] AND NR.120.502[C] AND NR.120.504[C] AND NR.120.505[C] AND NR.120.537[C]

NR.120.504. Pathophysiology I. 3 Credits.

This course presents basic knowledge of the interrelationship between normal physiology and pathophysiology across the lifespan as applicable to current nursing practice. Selected major health problems are explored, including clinical manifestations and the pathophysiology. Weekly lecture/discussions are organized based on systems and cover topics from the cellular to major organ systems. Clinical courses will provide a clinical opportunity to apply this content. Pre/corequisites: NR.120.501, NR.120.502, NR.120.503, NR.120.505.

Corequisite(s): NR.120.501[C] AND NR.120.502[C] AND NR.120.503[C] AND NR.120.505[C] AND NR.120.537[C]

NR.120.505. Integrated Clinical Management: Common Health Alterations. 4 Credits.

This combined clinical and theory course introduces nursing basic concepts and frameworks (communication, safety, organization and nursing process). Additionally, this course will also introduce common conditions found in healthcare. Students practice competencies in communication, assessment, nursing interventions, and documentation in a variety of basic acute care clinical settings. Simulation is incorporated as an adjunct to the clinical experience. 112 clinical hours Pre/corequisites: NR.120.501, NR.120.502, NR.120.503, NR.120.504

Corequisite(s): NR.120.501[C] AND NR.120.502[C] AND NR.120.503[C] AND NR.120.504[C]

NR.120.507. Pharmacology. 3 Credits.

The theoretical course, Pharmacology, provides nurses in general practice with an understanding of core drug knowledge including pharmacotherapeutics, pharmacokinetics, pharmacodynamics, contraindications and precautions, adverse effects, and drug interactions. Sources of individual variation in drug response are presented in relation to drug therapy, and include: health status, lifespan and gender, lifestyle, diet, and habits, environment, and culture and inherited traits. Major drug classifications and prototype drugs are presented in a standardized format that includes discussion of pharmacology principles, medication safety issues, nursing implication of drug therapy, as well as, review in relation to patient case scenarios. The nursing process, which is essential for the nursing management of drug therapy, is emphasized, allowing students to apply their critical thinking skills for patients receiving drug therapy. Nursing management in drug therapy includes maximizing therapeutic effects, minimizing adverse effects, and patient and family education. The course content provides nurses in general practice with the knowledge to apply the foundation of basic pharmacology, with an emphasis on an inter-professional approach to practice. Application of this knowledge in the clinical setting allows nurses in general practice the ability to provide safe, effective nursing care using a holistic approach to improve patient and system outcomes. Prerequisites: NR.120.501-120.505

Prerequisite(s): NR.120.501[C] AND NR.120.502[C] AND NR.120.503[C] AND NR.120.504[C] AND NR.120.505[C] NR.120.537[C]

NR.120.509. Promoting Health in Older Adults. 3 Credits.

This course is designed to promote understanding of the aging process and the role of the nurse with implications for promoting healthy aging and providing care across a continuum of care settings. Students will learn about U.S. and global demographic aging trends as well as other factors impacting physical, psychological, social, and spiritual well-being of individuals, families, and populations. Class discussions will include age-related changes and nursing strategies for promoting health, screening, and providing evidence-based care for older adults with complex co-morbidities, polypharmacy, and major geriatric syndromes, while managing health outcomes in various care settings and across transitions of care; economic and policy implications of health care provided by interprofessional teams for older adults; as well as national/international models of care. Learning application activities are designed to enhance student critical thinking in providing care and promoting health and independence in older adults. Prerequisites: NR.120.501-505

Prerequisite(s): NR.120.501[C] AND NR.120.502[C] AND NR.120.503[C] AND NR.120.504[C] AND NR.120.505[C] AND NR.120.537[C]

NR.120.511. Integrated Clinical Management: Chronic Health Alterations. 4 Credits.

This course focuses on chronic health alterations which impact individuals, families, and the communities within which they reside. Students will use the nursing process to provide comprehensive care to individuals with chronic health alterations in the acute care setting. Students will also use beginning skills to provide education to individuals and families in consideration of the provision of care across diverse health care settings. 112 clinical/simulation hours. Prerequisites: NR.120.501-120.505. Corequisite: NR.120.507.

Prerequisite(s): 1st semester Masters Entry courses are prerequisites for this course. NR.120.505[C] AND NR.120.501[C] AND NR.120.502[C] AND NR.120.503[C] AND NR.120.504[C] AND NR.120.537[C]

NR.120.513. Leadership for Professional Nursing. 3 Credits.

This course focuses on concepts central to the development of the beginning leadership role within the interprofessional team in the health care delivery system. Students will review key elements of management and leadership theory and roles, and will examine strategies and processes that address professionalism; improvement of care delivery; facilitation of change; quality and safety; principles of patient-centered care; evidence-based practice; decision making and problem solving; legal and ethical issues; and use of information technologies. Opportunities to apply knowledge to clinical case studies will be a major course focus. Prerequisites: NR.120.501-120.511

Prerequisite(s): NR.120.501[C] AND NR.120.502[C] AND NR.120.503[C] AND NR.120.504[C] AND NR.120.505[C] AND NR.120.537[C] AND NR.120.507[C] AND NR.120.509[C] AND NR.120.511[C] AND NR.210.606[C]

Corequisite(s): NR.210.610[C] AND NR.120.515[C] AND NR.120.516[C] AND NR.120.516[C]

NR.120.515. Psychiatric Mental Health. 3 Credits.

This course focuses on the application of the standards of psychiatric mental health nursing in promoting health and caring for health care consumers (defined as individuals, groups, and populations) with alterations in mental health. The major mental disorders are examined relative to etiology, clinical manifestations, and approaches to treatment, and considering variations among individuals and populations. Theories and principles underlying the provision of evidence-based patient-centered care are addressed. The human and economic impacts of mental disorders on the individual, family, and society are examined relative to ethical and legal considerations, health policy and health care financing. CLINICAL DESCRIPTION: Student clinical experiences are in acute care and community settings working in collaboration with the healthcare team. Students will have an opportunity to conduct comprehensive patient assessments, plan and implement care, and develop skills in therapeutic communication with patients, families, and groups. 112 clinical hours Prerequisites: NR.120.501-120.511

Prerequisite(s): NR.120.501[C] AND NR.120.502[C] AND NR.120.503[C] AND NR.120.504[C] AND NR.120.505[C] AND NR.120.537[C] AND NR.120.507[C] AND NR.120.509[C] AND NR.120.509[C] AND NR.210.606[C] AND NR.210.610[C]

NR.120.516. Integrated Clinical Management: Complex Health Alterations. 4 Credits.

This course focuses on individuals and groups of clients experiencing complex medical surgical problems requiring therapeutic and restorative care in acute care settings. Students will collaborate with members of interdisciplinary health care teams in planning, implementing, and evaluating care to adults with complex needs in acute care settings. Students will demonstrate competence in providing safe and high quality nursing care to patients (families) with complex health problems in collaboration with other members of the health care team. 112 clinical hours. Prerequisites: NR.120.501-NR.120.511

Prerequisite(s): NR.120.501[C] AND NR.120.502[C] AND NR.120.503[C] AND NR.120.504[C] AND NR.120.505[C] AND NR.120.537[C] AND NR.120.507[C] AND NR.120.509[C] AND NR.120.511[C] AND NR.210.606[C] AND NR.210.606[C]

NR.120.520. Nursing the Childbearing Family. 4 Credits.

In this course, students build on and further develop assessment, care-planning, communication, and leadership skills in the context of caring for childbearing families. The focal learning context is the inpatient labor and delivery and postpartum settings, however the course addresses related issues such as family planning and abortion care. All topics are considered in the context of the Universal Rights of Respectful Maternity Care. Students have the opportunity to examine the gap between evidence-based and current obstetric and neonatal nursing care norms and explore strategies for translation of evidence and effective inter-professional team communication. This course raises questions about and opportunities to impact issues of quality and safety, ethical practice, patient advocacy, and social determinants of health. Students are encouraged to put discussions into a broader social and geographic context and appreciate how these challenges and potential solutions vary across settings. 112 clinical hours. Prerequisites: NR.120.501-120.516
Prerequisite(s): NR.120.505[C] AND NR.120.537[C] AND NR.120.507[C] AND NR.120.509[C] AND NR.120.511[C] AND NR.210.606[C] AND NR.210.610[C] AND NR.120.513[C] AND NR.120.515[C] AND NR.120.516[C] AND NR.210.608[C] AND

NR.120.521. Child Health. 4 Credits.

In this course, the student will study the unique health and developmental needs of infants, children, and adolescents. The course is designed to develop perspectives on wellness and illness in children, emphasizing family-centered care that incorporates screening, teaching, and health counseling. There is a strong developmental and health promotion focus across settings. The course incorporates principles involved in assessment, planning and implementation of nursing interventions appropriate for children with various complex health problems. Health issues specific to children and health issues expressed in unique ways in children will be emphasized. Integration of child health care knowledge and clinical application of this knowledge is a requirement of this course. 112 clinical hours. Prerequisites: NR.120.501-NR.120.516

NR.120.522. Public Health. 3 Credits.

This course provides students with an understanding of the relationship between public health and nursing practice. The course covers key aspects of public health science including epidemiology, social behavioral sciences, and environmental health. The student will have the opportunity to explore the application of public health science to real life health issues at the population level including evidenced-based approaches for optimizing the health of populations/communities. The content of the course provides the foundation for meeting the public health competencies for the generalist nurse with an emphasis on community assessment, health planning, as well as basic public health competencies such as surveillance, screening, immunization, communication, and outbreak investigation. In addition the student will explore issues related to outcome measurement at the population level and emergency preparedness/disaster management. 112 clinical hours. Prerequisites: NR.120.501-NR.120.516

NR.120.527. Integrated Clinical Management: Synthesis Practicum. 6 Credits.

This final clinical course incorporates both didactic, seminar and clinical experiences. Students will be assigned to one of a variety of types of care settings to complete 224 precepted clinical practice hours under the supervision of course faculty. Emphasis is placed on the synthesis of previous coursework and knowledge as students perform the role of an entry-level professional nurse. Students will develop independence in nursing practice, skill in clinical reasoning, and demonstrate accountability for autonomous professional practice. They will synthesize and apply principles of management theory to their nursing practice and demonstrate entry level skills in nursing leadership. Prerequisites: NR.120.501-120.522

Prerequisite(s): NR.120.501[C] AND NR.120.502[C] AND NR.120.503[C] AND NR.120.504[C] AND NR.120.505[C] AND NR.120.537[C] AND NR.120.507[C] AND NR.120.509[C] AND NR.120.509[C] AND NR.210.606[C] AND NR.210.610[C] AND NR.120.513[C] AND NR.120.515[C] AND NR.120.516[C] AND NR.210.608[C] AND NR.120.520[C] AND NR.120.521[C] AND NR.120.529[C] AND NR.210.609[C]

NR.120.529. Population and Public Health Nursing. 4 Credits.

This course focuses on developing public health nursing competencies and constructing knowledge of strategies to improve population health outcomes through public health science and population health management. Competencies are developed through community assessment, and practice in the principles of program development and evaluation to improve population health outcomes. The clinical portion of the course uses a critical service-learning pedagogy. The theory portion draws on the science of public health practice and conceptual frameworks for population health improvement to develop student learning in these areas. Content and approaches to practice are mutually reinforced in the theory and clinical elements. Students are provided an opportunity to explore publicly-available policy and population-level data platforms to inform interventions and to design, implement, and evaluate an agency-focused program at their clinical site. They gain knowledge and experience in navigating health policy frameworks and contributing to their development. Prerequisites: NR.120.513, NR.120.515, NR.120.516, NR.210.608

Prerequisite(s): NR.120.501[C] AND NR.120.502[C] AND NR.120.503[C] AND NR.120.504[C] AND NR.120.504[C] AND NR.120.537[C] AND NR.120.507[C] AND NR.120.509[C] AND NR.120.511[C] AND NR.210.606[C] AND NR.210.610[C] AND NR.120.513[C] AND NR.120.515[C] AND NR.120.516[C] NR.120.516[C]

NR.120.530. Politics & Policy for the Health Care Professional. 1 - 2 Credits.

This course is an overview and an introduction to the political process relevant to health care and for health care professionals. It is intended to prepare health professionals to take active roles in policy development and patient, community, systems, and organizational advocacy. The course will review the steps involved with the political process, and provide students with the basic tools for becoming involved in politics. There will be an emphasis on how to navigate and negotiate political systems. This course will be offered online and include two legislative field trips, one to Washington, D.C. (optional) and the other to a legislative body meeting (mandatory). Students will also be required to interview an expert in health care and politics or health policy, who is a leader in health care and a leader of an organization that takes positions on health care legislation. Limited enrollment.

NR.120.531. Readiness for Practice. 1 Credit.

The purpose of this course is to assist the student(s) synthesize knowledge and skills for entry level registered nurses practice. Essential content is organized according to the National Council of State Board of Nursing practice analysis and NCLEX-RN licensing exam test plan. Based on individual needs assessments and gap analysis, individualized plans are established that include knowledge review, testing preparation, and study skills. This course will utilize group and individualized instruction to facilitate the learning process.

Corequisite(s): NR.120.527[C] AND NR.210.607[C]

NR.120.534. Quality Improvement & Safety: Systems Applications I. 1 Credit.

Fuld Fellows complete clinical hours. The hours are divided as follows: 50 hours with an assigned Quality Improvement (QI) or Safety project under the guidance of a project mentor and Fuld course faculty, clinical conference meetings (6 hours) with Fuld Faculty. In order to participate as a member of a clinical Quality or Safety project team, emphasis is placed on the synthesis of coursework and knowledge in quality improvement and safety gained in Foundations of Nursing Practice. Using written and verbal communication, Fellows will further develop teamwork and communication skills and leadership skills through reflection, ongoing self-assessment as a QI or Safety project team member, and evaluation of communication that impedes or enhances effective teams. Students will also reflect on the QI and Safety, teamwork and communication, and leadership in their clinical practice sites in their Fuld Fellowship clinical journals and in class discussion. Prerequisites: NR.120.501-120.505 Corequisites: NR.120.507-120.511

NR.120.535. Quality Improvement & Safety: Systems Applications II. 1 Credit.

In this course, Fuld Fellows complete clinical hours focused on a Quality Improvement (QI) or Safety project under the guidance of a mentor and course faculty. Fellows continue to participate as a member of a clinical QI or Safety project team and emphasis is placed on the synthesis of 120.534 coursework and knowledge in quality and safety. Teamwork, communication, and leadership skills will continue to develop through ongoing self-assessment and evaluation. In addition, this course will feature guest lectures from interprofessional leaders in the field of QI and patient safety. Prerequisite: NR.120.534

Prerequisite(s): NR.120.534[C]

NR.120.537. Community Outreach to Underserved Communities in Urban Baltimore. 1 Credit.

This course provides students with an overview of Baltimore's vulnerable communities and underserved populations. Students gain a broad perspective on factors affecting the health of underserved and vulnerable communities in urban Baltimore. Students will develop cultural competency skills to work effectively in partnership with Baltimore communities. The course includes the history of Johns Hopkins nursing and Baltimore's history, a broad definition of health focusing on social determinants of health factors such as poverty, housing, violence, substance abuse, disparities in health and health care, social justice, vulnerable populations, employment, safety, and the environment. Students will also examine the influence of implicit bias on communication and interventions as well as the importance of integration trauma-informed care in urban environments. Selected Baltimore community health interventions are presented with emphasis on health promotion and community organizing. Local community and civic leaders present their roles and discuss current public health issues facing Baltimore. Students will learn about local neighborhoods, community agencies, and resources and gain basic skills in basic community assessment.

Corequisite(s): NR.120.501[C] AND NR.120.502[C] AND NR.120.503[C] AND NR.120.504[C] AND NR.120.505[C]

NR.120.538. Nursing Research Seminar. 1 Credit.

This course will provide an exploration of the design and conduct of research in the health sciences. Students will be introduced to common research designs through the discussion of ongoing research of faculty. Students will examine current topics and issues in nursing research. Discussions will cover the ways in which the nursing perspective shapes the conduct and results of research. Topical seminars also will incorporate an interdisciplinary perspective. The goal is to engage students in the ongoing research of faculty and promote intellectual growth among highly motivated pre-licensure Master's students who aspire to learn more about nursing research. The course must be taken each semester that the student is participating in the Research Honors Program. Prerequisite: Admission to Research Honors Program

NR.120.539. Community Perspectives on the Childbearing Process. 2 Credits.

This course focuses on developing initial competence in the birth companion role, based on the Doula model. The Doula model emphasizes physical, emotional, and informational support to the mother before, during, and after childbirth. Maternal and child health nursing and community health nursing theories and practices are reinforced. In addition to class time, biweekly meetings are held to discuss birth experiences and case management issues, and to hear presentations from experts in the field, including lactation consultants, social workers, community health educators and child birth educators. Limited enrollment. Course may span more than one term.

NR.120.544. Seminar in Specialty Nursing: Introduction to Emergency Nursing. 3 Credits.

This course is designed to expand the student's learning in a specified topic related to nursing practice. Advanced theories and principles related to the delivery of nursing care in selected settings and/or with selected patient populations are presented as seen in the ED setting. The course builds on the previous coursework throughout the curriculum. In this Specialty Nursing Seminar, students will acquire an overview of the principals involved in the planning and implementation of nursing interventions for patients in Emergency Department (ED) settings. Content will focus on the unique environment of the ED with an emphasis on patient assessment, triage principles, ACLS protocols, Trauma Patient Management, and Disaster Preparedness & Response Principles. Using a systems approach, the students will review the etiologies, clinical presentations, pathophysiology, and nursing interventions for these patients. Prerequisites: NR.120.501-120.522

Prerequisite(s): NR.120.529[C]

NR.120.545. Seminar in Specialty Nursing: The Nurse's Role in Caring for the Childbearing Family and Newborns. 3 Credits.

This course is designed to expand the student's learning in the childbearing family and newborn care. This course will introduce students to theory and its application to practice and research, providing critical in-depth information of "hot topics" in providing evidence-based care to the childbearing family and newborns. In this nursing specialty seminar, the students will develop a comprehensive understanding of the physiologic, psycho-social, legal, and ethical considerations impacting the nurse's role in caring for the childbearing family and newborns. Students will learn about advanced physiologic principles of genetic screening modalities, including first and second trimester screening and testing for Down's syndrome and open neural tube defects. Students will review physiologic principles underlying screening modalities for fetal well-being during pregnancy and the birth process, including advanced concepts in fetal monitoring. Students will engage in a role play simulation that includes key concepts in quality and safety, including patient advocacy, teamwork and interprofessional communication. Ethical considerations, legal and risk management issues for the nurse in clinical practice will be reviewed. Current practice guidelines from key professional organizations (AWHOHH, ACNM, ACOG, NICHD) will be analyzed from an evidence-based perspective. Neonatal resuscitation will be introduced with practical application. Prerequisites: NR.120.501-120.522

Prerequisite(s): NR.120.529[C]

NR.120.546. Seminar in Specialty Nursing: Acute Care of Children. 3 Credits.

This course is designed to expand the student's learning in a specified area related to nursing practice and research. Advanced theories and principles related to the delivery of nursing care in selected settings and/or with selected populations are presented. The student will build on previous pediatric content, gaining more depth in the acute care topics. During the course, students will examine trauma care, pediatric sepsis and shock, congenital heart defects, child life and non-pharmacologic pain intervention, hematology and oncology, pediatric respiratory diseases and support, and student-led topics of interest in pediatric acute care. The students will select the area of nursing practice and research they would like to explore in more depth. The course will conclude with small group evidence-based practice presentations using questions to be researched that may have been stimulated from problems discovered in previous pediatric clinical rotations. Prerequisites: NR.120.501-120.522

Prerequisite(s): NR.120.529[C]

NR.120.547. Seminar in Specialty Nursing: Introduction to Acute/Critical Care. 3 Credits.

This course is designed to expand the student's learning in a specified topic related to nursing practice. Advanced theories and principles related to the delivery of nursing care in selected settings and/or with selected patient populations are presented. The course builds on the previous coursework throughout the curriculum. Students will acquire an overview of the unique environment of the Acute/Critical Care Unit. The focus will be the principles involved in planning, implementing and evaluating nursing and medical interventions for critical care patients. The students will review the causes, clinical presentations, pathophysiology and hemodynamic changes of patients with respiratory failure, heart failure, intracerebral hemorrhage, renal failure, shock and sepsis. Content will include the medications, advanced monitoring, and equipment used in the critical care setting. Prerequisites: NR.120.501-120.522

Prerequisite(s): NR.120.529[C]

NR.120.548. Seminar in Specialty Nursing: Preparing for Global Nursing. 3 Credits.

This course is designed to orient students to global health priorities and nursing's unique position in meeting international, health-related goals. Students will use weekly topical areas of interest to engage with policy and practice issues relevant to nursing in low and middle income countries (LMIC). Students are encouraged to compare and contrast nursing education, policy, and practice across settings and in so doing, better understand the contribution of nursing in LMIC and their own readiness to contribute in international settings. Learning activities are designed to introduce students to global health priorities and influential international nursing, nongovernmental, and governmental organizations. Students will discuss the complex influences on health in LMIC and explore the connectedness between these and their own experience nursing in the US. Assignments are designed to provide opportunities to explore and apply an expanded range of resources and evidence to the nursing process as they address global health problems. Prerequisites: NR.120.501-120.522

Prerequisite(s): NR.120.529[C]

NR.120.549. Health Systems Science: Interprofessional Collaboration to Improve Medication Safety. 2 Credits.

This course gives interprofessional (IP) learners opportunity to explore topics related to safe, timely, efficient, effective, equitable and patient-centered medication-use systems. Through an interprofessional context, students will explore medication safety issues as they relate to the health care system, evidence-based practice, quality and performance improvement, health information technologies, and, ultimately, health equity. Students will use an interprofessional framework to examine and apply systems thinking, human factors engineering principles, and high reliability principles to medication safety problems. Students will explore experiences of professions (other than their own) involved in the medication-use process to better engage in communication and decision making in the interprofessional environment.

NR.120.550. Health Systems Science: Fostering Future leaders for Interprofessional Practice (Health FLIP). 2 Credits.

This course is designed to develop health care leaders by teaching and providing opportunities health care professional students (nursing, medical, and pharmacy) to practice collaborative strategies in a community setting. Virtual seminars are designed to focus on the IPEC competencies: values and ethics, roles and responsibilities, communication, and teams and teamwork. This program will also apply strengths-based leadership development strategies for our students to: 1) introduce the strength-based paradigm strategy for professional development 2) celebrate the diversity of strengths amongst health professions students 3) foster a sense of community that encourages professional identity and camaraderie with other health professions students. A Strengths-Based Health Professions Workshop will be tailored to students to explore this method in their journey as a leader and a healthcare team member. This interactive and community-oriented program will include customized exercises, materials, and group activities developed from the Strengths Certified Coaching Teams' armamentarium. A variety of learning modalities will be used for this course including, role play, case studies, a mix of in person a virtual health mentor visits, health promotion projects, and didactic seminars by experts in the field. Students will regularly reflect on these experiences as they consider their impact on pursuit of health equity and their future practice with both colleagues and community members.

Prerequisite(s): NR.120.549[C]

NR.210**NR.210.577. Clinical Practicum I: Psychiatric Mental Health Nurse Practitioner Practicum: Adult/Gero. 2 - 3 Credits.**

This course provides clinical training in the full role of the psychiatric mental health nurse practitioner. Emphasis is placed clinical experiences and the specific mental health needs of adults and older adults. Prerequisites: NR.110.573, NR.110.574, NR.110.575, and NR.110.576 Corequisite: NR.110.579; NR.110.577

NR.210.578. Clinical Practicum II: Psychiatric Mental Health Nurse Practitioner Practicum: Peds/Family. 3 - 5 Credits.

This course provides comprehensive instruction in the diagnosis and management of a patient with psychiatric comorbidities in the role of a psychiatric nurse practitioner. The course stresses the role of a PMHNP and the complex knowledge and skill that is required in order to address the specific needs of children, adolescents and the family unit. Prerequisites: NR.110.573, NR.110.574, NR.110.575, and NR.110.576 Corequisite: NR.110.578, NR.110.580

NR.210.585. Clinical Practicum III: Psychiatric Mental Health Nurse Practitioner. 4 Credits.

This is the third of four clinical courses for PMHNP students that build upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive learning by applying the nursing process to demonstrate practice application, emphasizing population-specific encounters. This course emphasizes developing independent practice in assessment skills and diagnostic processes across the lifespan. While continually developing competency in planning, implementation, and evaluation. This course includes a virtual immersion learning experience. Pre-requisites: Clinical Practicum I, II Co-requisites: Clinical Reasoning III

NR.210.586. Clinical Practicum IV: Psychiatric Mental Health Nurse Practitioner. 3 Credits.

This course is the fourth in a series of four clinical immersive learning experiences, for Psychiatric Mental Health Nurse Practitioner (PMHNP) students. It is specifically designed to build upon and enhance students' knowledge, understanding, and clinical competencies in managing complex, chronic, multi-system, and special conditions across the lifespan. Upon completion of this course, students will be equipped with advanced nursing practice skills and the necessary competencies to deliver high-quality, empathetic, equitable, inclusive, and comprehensive care to patients in the healthcare care setting. This course includes an in-person immersion learning experience. Pre-requisites: Clinical Practicum, I, II, III CO-requisites: Clinical Reasoning IV

NR.210.600. Advanced Physiology/Pathophysiology. 4 Credits.

This course focuses on the interrelationship between physiology and pathophysiology that affect wellness and disease processes across the lifespan. Attention is directed to the influence of social determinants of health and the impact of stress-related maladaptation on the health of individuals and populations across the lifespan. With this knowledge, students will be able to interpret changes in normal functions that indicate illness and identify principles underlying disease prevention and treatment strategies. This course serves as the foundation for synthesis and application of physiology and pathophysiology to health conditions that students will utilize for learning in their program of study and their future role as advanced practice providers.

NR.210.601. Advanced Health Assessment and Measurement. 3 Credits.

This course will build upon health assessment skills developed in the basic nursing educational program. In this course students will attain advanced knowledge and skills in history taking, biopsychosocial and cultural health assessment across the lifespan. The laboratory experiences utilizing a systems approach will focus on assessment of clients and presentation of normal and abnormal findings. Pre or corequisite: NR.210.600

Prerequisite(s): NR.210.600[C]

NR.210.602. Clinical Pharmacology. 4 Credits.

This course will build upon basic pharmacology knowledge attained in the professional nurse's education and experience. This advanced course focuses on the clinical use of drugs for clinical conditions most commonly seen in practice and across the lifespan. Principles of rational medication prescribing based on evidenced-based guidelines, pharmacology principles, lifespan considerations, cultural, socioeconomic and legal influences will be presented. Prescription medications will be the focus of the course; however, over-the-counter and complementary and alternative medications will be discussed for certain disease states. Completion of this course will enable students to identify pharmacologic treatments for commonly encountered clinical conditions, as well as, prescribe, manage and evaluate drug therapy.

NR.210.603. Human Growth and Development: Birth through Adolescence. 1 Credit.

This course describes normal and abnormal variations in growth and development from birth through adolescence. An emphasis on appropriate screening, identification, and management of abnormal variations in growth and development will be discussed.

NR.210.604. Health Supervision: Birth through Adolescence. 2 Credits.

Health supervision includes the promotion of a healthy environment through screening, disease and injury prevention, and anticipatory guidance. This course discusses key components of health supervision as well as identification, prevention and management of common health concerns that may be encountered during health maintenance exams in pediatrics. Prerequisite: NR.210.603

NR.210.605. Diagnostic Skills and Procedures for Advanced Practice Nursing. 2 Credits.

This course provides theoretical knowledge and emphasizes psychomotor skills necessary to provide selected advanced practice nursing interventions utilized in the evaluation and management of patients. This course introduces evaluation, selection, interpretation, and application of diagnostic testing, evaluation techniques and procedures. Evidence-based clinical reasoning and decision-making techniques are presented and applied in simulation lab practices for skills acquisition and demonstration of competency. Prerequisite: NR.210.601

Prerequisite(s): NR.210.601 is a prerequisite for this course.

NR.210.606. Biostatistics for Evidence-Based Practice. 3 Credits.

This course is intended to apply standard statistical methods to develop knowledge and skills, enabling students to understand data collection and analysis methods, interpretation and reporting of statistical results, and critically read and evaluate nursing and the healthcare literature. The emphasis is on understanding the relevance and use of appropriate statistical methods in nursing research. Published nursing research articles in peer reviewed nursing and healthcare journals, and computing lab experiences are used to motivate topics covered in classes. Prerequisite: College level Statistics or Biostatistics course.

NR.210.607. Context of Health Care for Advanced Nursing Practice. 3 Credits.

This three credit course examines the scope and status of professional roles and responsibilities of nurses prepared to assume accountability for quality care outcomes; navigate and integrate care services across the healthcare system; collaborate with and build interprofessional care teams; design innovative nursing practices; and facilitate the translation of evidence into practice. This course focuses on personal leadership and the associated skills and knowledge to practice as a contemporary professional nurse. Course content and activities focus on understanding the forces driving contemporary health care, as well as efficient and effective function in a continuously changing health care environment.

NR.210.608. The Research Process and Its Application to Evidence-Based Practice. 3 Credits.

This course will prepare students for clinical leadership roles in health care through the translation of the best available scientific evidence into nursing practice. Students will develop the requisite critical skills and knowledge to independently search for, review, appraise, and synthesize research literature of particular interest to nursing practice. Students will be prepared to recommend practice changes at the individual- and system-level based on the strength of the evidence. Prerequisite: NR.210.606, 120.508, or 110.507

NR.210.609. Philosophical, Theoretical & Ethical Basis of Advanced Nursing Practice. 3 Credits.

This course will explore the conceptual, theoretical, and ethical bases of nursing. Selected conceptual models and frameworks of nursing and ethics will be analyzed with emphasis on implications for nursing practice. This course is designed to provide students with frameworks, concepts, and personal and professional exercises for approaching nursing practice issues and to enhance the student's understanding of ethical issues in nursing and in health care and to respond to them specifically.

NR.210.610. Health Promotion and Risk Reduction Across the Lifespan. 2 Credits.

This course introduces the student to current issues, theories, and research in health promotion, disease prevention, and risk reduction related to individuals, families, aggregates, and communities. The role of the nurse in risk assessment, counseling, education, and screening will be emphasized as well as thinking broadly about health promotion needs and health behavior from an ecological perspective.

NR.210.620. Clinical Reasoning I: Common Acute Illnesses in Pediatrics. 2 Credits.

This is the first of five sequential theory courses that will prepare Family Nurse Practitioner (FNP) and/or Pediatric Nurse Practitioner (PNP) students to provide primary care to pediatric patients, especially those experiencing common acute illnesses in one or more body systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis and management of common acute health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for pediatric patients. FNP and PNP students focus on health care for the pediatric population with particular emphasis on underserved and those from various cultures, emphasizing health promotion, patient education, and disease prevention. Prerequisites: NR. 210.600, 210.601, 210.602, 210.603, and 210.604 Corequisite: NR.210.605

Prerequisite(s): NR.210.600, 601, and 602 are prerequisites for this course.; NR.210.600[C] AND NR.210.601[C] AND NR.210.602[C] AND NR.210.603[C] AND NR.210.604[C] AND NR.210.605[C]

Corequisite(s): NR.210.605[C] AND NR.210.602[C]

NR.210.621. Clinical Reasoning II: Common Chronic Illnesses in Adult/ Geriatric Health. 2 Credits.

This is the second of five sequential theory courses that will prepare Family Nurse Practitioner (FNP) students and AGNP Primary Care students to provide primary care for adults and geriatrics, especially in those experiencing common chronic illnesses in one or more body systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis and management of common chronic health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up for patients with common chronic problems. FNP and AGNP Primary Care students focus on health care for all populations and all adult age groups with particular emphasis on underserved and those from various cultures, emphasizing health promotion, patient education, and disease prevention. Prerequisite: NR.210.620

Prerequisite(s): NR.210.620 is a prerequisite for this course.

NR.210.622. Clinical Reasoning III: Clinical Management for the Primary Care Nurse Practitioner in Acute Complex Issues from Adolescence to Aging and Issues in Gender Health. 2 Credits.

This is the third of five sequential theory courses that will prepare primary care nurse practitioner students to provide primary care for adolescents, obstetrical patients and their families, and focus on gender health conditions. This course provides didactic content to prepare the primary care nurse practitioner student to provide primary care to adolescents and adults experiencing acute complex problems with an emphasis in obstetrical, gender and behavioral health systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis, and management of acute complex health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients. Primary care nurse practitioner students focus on health care for adolescents, obstetrical, and gender health populations, with particular emphasis on underserved and those from various cultures emphasizing health promotion, patient education, and disease prevention. Prerequisites: NR.210.621

Prerequisite(s): NR.210.621[C]

NR.210.623. Clinical Reasoning IV: Common Acute and Complex Chronic Illnesses in Primary Care in Adults/Geriatrics. 2 Credits.

This course provides didactic content to prepare the adult/gerontology and family nurse practitioner student to provide primary care to adults and older adults, experiencing common acute and complex chronic illnesses in one or more body systems. It integrates evidence-based biomedical, psychological, social and nursing aspects of care that is based on age, gender, culture, and ethnicity. Content addresses comprehensive diagnosis and management of common acute and complex chronic health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with common acute and complex chronic problems. Nurse practitioner students focus on health care for all populations and all adult age groups with particular emphasis on underserved and those from various cultures. Students also emphasize health promotion, patient education, and disease prevention, screening of adult and older populations, and providing culturally competent care. Prerequisite: NR.210.622

Prerequisite(s): NR.210.622[C]

NR.210.624. Clinical Reasoning V: Clinical Management for the Family Nurse Practitioner - Role Transition and Special Topics in Family Health. 2 Credits.

This course provides didactic content to prepare the Family Nurse Practitioner (FNP) student to provide primary care to children and adults throughout the lifespan, experiencing chronic complex health problems with an emphasis on coordination on older populations and selected groups with atypical presentations. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis, and management of acute complex health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients. FNP students focus on health care for all populations and all age groups with particular emphasis on underserved and those from various cultures emphasizing health promotion, patient education, and disease prevention. Prerequisites: NR.210.623

Prerequisite(s): NR.210.623 is the prerequisite for this course.;NR.210.623[C] is the prerequisite for this course.

NR.210.625. Clinical Practicum I: Family Nurse Practitioner. 3 Credits.

Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 168 hours of clinical experience in adult, pediatric, women's health or family medicine setting. This first sequential course will prepare students to diagnose, treat, and follow-up patients across the lifespan. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, sexuality, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric and adult healthcare settings.

Prerequisite: NR.210.620

Prerequisite(s): NR.210.620 is a prerequisite for this course.

NR.210.626. Clinical Practicum II: Family Nurse Practitioner. 3 Credits.

Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 168 hours of clinical experience in adult, pediatric, women's health or family medicine setting. This second sequential clinical course will prepare students to diagnose, treat, and follow-up patients across the lifespan. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, sexuality, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric and adult healthcare settings. Prerequisites: NR.210.621, NR.219.625

Prerequisite(s): NR.210.621[C] AND NR.210.625 [C]

NR.210.627. Clinical Practicum III: Family Nurse Practitioner. 2 Credits.

Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 112 hours of clinical experience in adult, pediatric, women's health or family medicine setting. This third sequential clinical course will prepare students to diagnose, treat, and follow-up patients across the lifespan. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, sexuality, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric and adult healthcare settings. Prerequisites: NR.210.622 and 210.626

Prerequisite(s): NR.210.622 and 626 are prerequisites for this course.;NR.210.622[C] AND NR.210.626[C]

NR.210.628. Clinical Practicum IV: Family Nurse Practitioner. 2 Credits.

Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 112 hours of clinical experience in adult, pediatric, women's health or family medicine setting. This fourth sequential clinical course will prepare students to diagnose, treat, and follow-up patients across the lifespan. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, sexuality, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric and adult healthcare settings. Prerequisites: NR.210.623 and 210.627

Prerequisite(s): NR.210.623 and 627 are prerequisites for this course.;NR.210.623[C] AND NR.210.627[C]

NR.210.629. Clinical Practicum V: Family Nurse Practitioner. 4 Credits.

Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 224 hours of clinical experience in adult, pediatric, women's health or family medicine setting. This fifth and final sequential clinical course will prepare students to diagnose, treat, and follow-up patients across the lifespan. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, sexuality, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric and adult healthcare settings. Prerequisites: NR.210.624 and 210.628

Prerequisite(s): NR.210.624 and 628 are prerequisites for this course.;NR.210.624[C] AND NR.210.628[C]

NR.210.630. Clinical Reasoning I - Clinical Management for the Pediatric Nurse Practitioner: Common Acute Illnesses in Pediatrics. 2 Credits.

This is the first of five sequential theory courses that will prepare Pediatric (PNP) students to provide primary care to pediatric patients, especially in those experiencing common acute illnesses in one or more body systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis and management of common acute health conditions, including appropriate diagnostic procedures, laboratory tests, and follow-up care for pediatric patients. PNP students focus on health care for the pediatric population with particular emphasis on underserved and those from various cultures, emphasizing health promotion, patient education, and disease prevention. Prerequisites: NR.210.600, 210.601, 210.602, 210.603, 210.604

Prerequisite(s): NR.210.600[C] AND NR.210.601[C] AND NR.210.602[C] AND NR.210.603[C] AND NR.210.604[C]

NR.210.631. Clinical Reasoning II-Clinical Management for the Pediatric Nurse Practitioner: Chronic Illnesses in Pediatrics. 2 Credits.

This is the second of five sequential theory courses that will prepare Pediatric Nurse Practitioner (PNP) students to provide primary care to pediatric patients, especially in those experiencing common chronic illnesses in one or more body systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis and management of common chronic health conditions, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with common chronic conditions. PNP students focus on health care for the pediatric population with particular emphasis on underserved and those from various cultures, emphasizing health promotion, patient education, and disease prevention. Prerequisite: NR.210.630

Prerequisite(s): NR.210.630 is a prerequisite for this course.

NR.210.632. Clinical Reasoning III: Acute Complex Problems with Gender and Behavior Health (with variations). 2 Credits.

This is the third of five sequential theory courses that will prepare the Pediatric Nurse Practitioner (PNP) to provide primary care to the pediatric experiencing acute complex health conditions with an emphasis in gender and behavioral health systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis, and management of acute complex health conditions, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients. PNP students focus on health care for all populations and all age groups with particular emphasis on underserved and those from various cultures emphasizing health promotion, patient education, and disease prevention. Prerequisites: NR.210.631

Prerequisite(s): NR.210.631 is the prerequisite for this course.

NR.210.633. Clinical Reasoning IV-Clinical Management for the Pediatric Nurse Practitioner: Problems Specific to the Newborn/Infant. 2 Credits.

This is the fourth of five sequential theory courses that will prepare Pediatric Nurse Practitioner (PNP) students to provide primary care to clinical conditions that affect newborns and infants in one or more body systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis and management of newborn and infant health conditions, including appropriate diagnostic procedures, laboratory tests, and follow-up care for newborn and infant patients. PNP students focus on health care the newborn and infant with particular emphasis on underserved and those from various cultures, emphasizing health promotion, patient education, and disease prevention. Prerequisite: NR.210.632

Prerequisite(s): NR.210.632 is the prerequisite for this course.;NR.210.632[C] AND NR.210.636[C]

NR.210.634. Clinical Reasoning V - Topics for Pediatric Nurse Practitioner Practice. 2 Credits.

This is the final course in a series of five that provides didactic content to prepare the Pediatric Nurse Practitioner (PNP) student to practice as a PNP in the primary care setting. It integrates evidence-based biomedical, psychological, social and nursing aspects of care that is based on age, gender, culture, and ethnicity. The course emphasizes the legal, regulatory, and scope of practice issues and readies the student for entry into practice. Attention is directed towards quality, safety, and risk management monitoring, and nurse practitioner-driven outcomes. The course will also explore patient transitions of care, palliative care decisions, development of expert communication skills in difficult conversations, and practice-delivery models for care. Prerequisites: NR.210.633

Prerequisite(s): NR.210.633 and 637 are prerequisites for this course.;NR.210.633[C]

NR.210.635. Clinical Practicum I: Pediatric Nurse Practitioner. 2 - 3 Credits.

This first sequential clinical course will prepare students to diagnose, treat, and follow-up pediatric patients and families. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric healthcare settings. 112 clinical hours. Prerequisite: NR.210.630

Prerequisite(s): NR.210.630 is a prerequisite for this course.

NR.210.636. Clinical Practicum II: Pediatric Nurse Practitioner. 2 - 3 Credits.

Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 112-168 hours of clinical experience in a pediatric primary care, newborn nursery, school based health center or pediatric specialty practice. This second sequential clinical course will prepare students to diagnose, treat, and follow-up pediatric patients. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric healthcare settings. Prerequisites: NR.210.631, NR.210.635

Prerequisite(s): NR.210.631 and 635 are prerequisites for this course.;NR.210.631[C] AND NR.210.635[C]

NR.210.637. Clinical Practicum III: Pediatric Nurse Practitioner. 2 - 3 Credits.

Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in clinical experiences in a pediatric primary care, acute care or specialty settings. This third sequential clinical course will prepare students to diagnose, treat, and follow-up pediatric patients with common, complex acute, and chronic care conditions. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric healthcare settings. Prerequisites: NR.210.632 and NR.210.636
Prerequisite(s): NR.210.632 and 636 are prerequisites for this course.;NR.210.632[C] AND NR.210.636[C]

NR.210.638. Clinical Practicum IV: Pediatric Nurse Practitioner. 2 Credits.

Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 112 hours of clinical experience in a pediatric primary care, newborn nursery, school based health center or pediatric specialty practice. This fourth sequential clinical course will prepare students to diagnose, treat, and follow-up pediatric patients. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric healthcare settings. Prerequisites: NR.210.633 and 210.637
Prerequisite(s): NR.210.633 and 637 are prerequisites for this course.

NR.210.639. Clinical Practicum V: Pediatric Nurse Practitioner. 4 Credits.

Under the guidance of a clinical faculty instructor and experienced preceptor, the student will participate in 224 hours of clinical experience in a pediatric primary care, newborn nursery, school based health center or pediatric specialty practice. This fifth sequential clinical course will prepare students to diagnose, treat, and follow-up pediatric patients. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of pediatric healthcare settings. Prerequisites: NR.210.634 and 210.638
Prerequisite(s): NR.210.634 and 638 are prerequisites for this course.;NR.210.634[C] AND NR.210.638[C]

NR.210.640. Clinical Reasoning I: Common Acute Illness. 2 Credits.

This course provides content to prepare the adult/gerontology nurse practitioner student to provide primary care to adults, experiencing common acute illnesses in one or more body systems. It integrates evidence-based biomedical, psychological, social and nursing aspects of care that is based on age, gender, culture, and ethnicity. Content addresses comprehensive diagnosis and management of common acute health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with common acute problems. Nurse practitioner students focus on health care for all populations and all adult age groups with particular emphasis on underserved and those from various cultures. Students also emphasize health promotion, patient education, and disease prevention, screening of adult and older populations, and providing culturally competent care. Prerequisites: NR.210.600, 210.601, and 210.602
Prerequisite(s): NR.210.600, 601 and 602 are prerequisites for this course.

Corequisite(s): NR.210.605[C]

NR.210.641. Clinical Reasoning II: Common Chronic Illnesses in Adult/ Geriatric Health. 2 Credits.

This course provides content to prepare the adult/gerontology nurse practitioner student to provide primary care to adults experiencing health problems in one or more body systems. This course prepares students to diagnose, treat and follow-up common chronic illnesses in adults. It integrates evidence-based biomedical, psychological, social and nursing aspects of care that is based on age, gender, culture, and ethnicity. Didactic content addresses comprehensive diagnosis and management of common chronic health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with common chronic problems. Nurse practitioner students focus on health care for all populations and all adult age groups with particular emphasis on underserved and those from other cultures. Students also emphasize health promotion and disease prevention, screening of adult and older populations, and providing culturally competent care. Prerequisite: NR.210.640
Prerequisite(s): NR.210.640 is a prerequisite for this course.

NR.210.642. Clinical Reasoning III: Clinical Management for the Primary Care Nurse Practitioner in Acute Complex Issues from Adolescence to Aging and Issues in Gender Health. 2 Credits.

This course provides content to prepare the adult/gerontology nurse practitioner student to provide primary care to adults, including older persons, experiencing health problems in one or more body systems. This course prepares students to diagnose, treat and follow-up acute complex illnesses in adults. It integrates evidence-based biomedical, psychological, social and nursing aspects of care that is based on age, gender, culture, and ethnicity. Didactic content addresses comprehensive diagnosis and management of acute complex health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with acute complex problems. Nurse practitioner students focus on health care for all populations and all adult age groups with particular emphasis on underserved and those from other cultures. Students also emphasize interdisciplinary practice and referral patterns for optimal patient health. Prerequisites: NR.210.641
Prerequisite(s): NR.210.641 is the prerequisite for this course.

NR.210.643. Clinical Reasoning IV: Complex Chronic Illness. 2 Credits.

This course provides content to prepare the adult/gerontology nurse practitioner student to provide primary care to adults, including older persons, experiencing health problems in one or more body systems. This course prepares students to diagnose, treat and follow-up complex chronic illnesses in adults. It integrates evidence-based biomedical, psychological, social and nursing aspects of care that is based on age, gender, culture, and ethnicity. Content addresses comprehensive diagnosis and management of complex chronic health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with chronic complex problems. Nurse practitioner students focus on health care for all populations and all adult age groups with particular emphasis on underserved and those from other cultures. Students also emphasize health promotion and disease prevention, patient advocacy, screening of adult and older populations, and providing culturally competent care. Prerequisite: NR.210.641
Prerequisite(s): NR.210.641[C]

NR.210.644. Clinical Reasoning V: Topics for Nurse Practitioner Practice. 2 Credits.

This course provides content to prepare the adult/gerontological nurse practitioner student for transition to a primary care nurse practitioner who cares for adults. It integrates evidence-based biomedical, psychological, social and nursing aspects of care that is based on age, gender, culture, and ethnicity. The course emphasizes care of complex patients and the legal, regulatory, and scope of practice issues and readies the student for entry into practice. Attention is directed towards quality, safety, and risk management monitoring, and nurse practitioner-driven outcomes. The course will also explore patient transitions of care, end of life care decisions, development of expert communication skills in difficult conversations, and practice-delivery models for care. Prerequisites: NR.210.643 Corequisite: NR.210.648
Prerequisite(s): NR.210.643 is the prerequisite for this course.

NR.210.645. Clinical Practicum I: Adult-Gerontological Nurse Practitioner. 2 - 3 Credits.

The course will prepare students to diagnose, treat, deliver patient education, and follow-up common acute illnesses in adult-gero patients. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of adult care settings. 168 clinical hours. Prerequisite: NR.210.640
Prerequisite(s): NR.210.640 is a prerequisite for this course.

NR.210.646. Clinical Practicum II: Adult-Gerontological Nurse Practitioner. 3 Credits.

The course will prepare students to diagnose, treat, deliver patient education, and follow-up common acute and chronic illnesses in adults. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of adult care settings. 168 clinical hours. Prerequisites: NR.210.641 and 210.645
Prerequisite(s): NR.210.641 and 645 are prerequisites for this course.;NR.210.641[C] AND NR.210.641[C]

NR.210.647. Clinical Practicum III: Adult-Gerontological Nurse Practitioner. 2 - 3 Credits.

The course will prepare students to diagnose, treat, deliver patient education, and follow-up common and complex acute illnesses and common chronic illnesses in adults. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of adult care settings. 112 clinical hours. Prerequisites: NR.210.642 and 210.646 Corequisite: NR.210.643
Prerequisite(s): NR.210.646[C] AND NR.210.642[C]

NR.210.648. Clinical Practicum IV: Adult-Gerontological Nurse Practitioner. 2 - 3 Credits.

The course will prepare students to diagnose, treat, deliver patient education, and follow-up common and complex acute illnesses and common and complex chronic illnesses in adults. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of adult care settings. 112 clinical hours. Prerequisites: NR.210.643 and 210.647
Prerequisite(s): NR.210.643 and 647 are prerequisites for this course.;NR.210.643[C] AND NR.210.647[C]

NR.210.649. Clinical Practicum V: Adult-Gerontological Nurse Practitioner. 4 Credits.

The course will advance students towards independence in the role of adult/gerontology nurse practitioner in prevention, screening, illness, and care transition for adults. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. Application and utilization of evidence is emphasized in a variety of adult care settings. 224 clinical hours. Prerequisites: NR.210.644 and 210.648
Prerequisite(s): NR.210.644 and 648 are prerequisites for this course.;NR.210.644[C] AND NR.210.644[C]

NR.210.650. Clinical Judgment I-The Role of the CNS in Clinical Decision Making: Common Health Problems. 3 Credits.

This is the first of three sequential theory courses that will provide the clinical nurse specialist (CNS) student with opportunities to demonstrate advanced clinical judgment and to increase their depth of knowledge across the health care continuum within a population focus. The student will synthesize knowledge of common health problems and advanced assessment; develop and evaluate evidence-based nursing and symptom management plans of care; propose strategies for measuring outcomes-driven care; recommend strategies for patient and professional education in the care of patients and their families; and recommend appropriate referrals and consultations across the health care continuum within a population focus. Prerequisites: NR.210.600, 210.601, 210.602
Prerequisite(s): NR.210.600, 601, and 602 are prerequisites for this course.

NR.210.651. Clinical Judgment II-The Role of the CNS in Clinical Decision Making: Acute & Chronic Health Problems. 3 Credits.

This is the second of three sequential theory courses that will prepare the clinical nurse specialist (CNS) student with opportunities to demonstrate advanced clinical judgment and to increase their depth of knowledge across the health care continuum within a population focus. The student will synthesize knowledge of acute and chronic health problems and advanced assessment; develop and evaluate evidence-based nursing and symptom management plans of care; propose strategies for measuring outcomes-driven care; recommend strategies for patient and professional education in the care of patients and their families; and recommend appropriate referrals and consultations across the health care continuum within a population focus. Prerequisite: NR.210.650
Prerequisite(s): NR.210.650 is a prerequisite for this course.

NR.210.652. Clinical Judgment III-The Role of the CNS in Clinical Decision Making: Complex Health Problems. 3 Credits.

This is the third of three sequential theory courses that will prepare the clinical nurse specialist (CNS) student with opportunities to demonstrate advanced clinical judgment and to increase their depth of knowledge across the health care continuum within a population focus. The student will synthesize knowledge of complex health problems and advanced assessment; develop and evaluate evidence-based nursing and symptom management plans of care; propose strategies for measuring outcomes-driven care; recommend strategies for patient and professional education in the care of patients and their families; and recommend appropriate referrals and consultations across the health care continuum within a population focus. Prerequisite: NR.210.651
Prerequisite(s): NR.210.651 is a prerequisite for this course.

NR.210.653. Clinical Practicum I-Clinical Nurse Specialist: Advanced Practice Management. 3 Credits.

This is the first of four sequential clinical practicum courses that provide the clinical nurse specialist (CNS) student with opportunities to develop knowledge and skills in the diverse roles and skills of a CNS. Based on the student's past experience, this practicum is individualized and focuses on the roles and essential skills of the CNS within a population focus. Students are expected to integrate knowledge of disease, evidence based practice, advanced care coordination, and principles of patient/staff education as components of advanced nursing practice in the care of patients and families across the continuum of health care. Students begin to integrate and apply their understanding across the three spheres of influence with emphasis on the patient sphere. Under the guidance of a clinical instructor and experienced preceptor, the clinical nurse specialist (CNS) student will participate in 168 practicum hours within their population focus. Prerequisite: NR.210.650

Prerequisite(s): NR.210.650 is a prerequisite for this course.

NR.210.654. Clinical Practicum II-Clinical Nurse Specialist: Advanced Practice Management. 4 Credits.

This is the second of four sequential clinical practicum courses that provide the clinical nurse specialist (CNS) student with opportunities to increase knowledge and skills in the diverse roles and skills of a CNS. This course builds on previous CNS coursework. This practicum is individualized and focuses on application of the roles and essential skills of the CNS within a population focus. Students are expected to integrate knowledge of disease, evidence based practice, advanced care coordination, and principles of patient/staff education as components of advanced nursing practice in the care of patients and families across the continuum of health care. Students integrate and apply their understanding across the three spheres of influence with emphasis on the patient and nurse and nursing practice spheres. Under the guidance of a clinical instructor and experienced preceptor, the clinical nurse specialist (CNS) student will participate in 224 practicum hours within their population focus. Prerequisite: NR.210.653 Pre or corequisite: NR.210.651

Prerequisite(s): NR.210.653 is a prerequisite for this course.

Corequisite(s): NR.210.651[C]

NR.210.655. Clinical Practicum III-Clinical Nurse Specialist: Advanced Practice Management. 3 Credits.

This is the third of four sequential clinical practicum courses that prepare the clinical nurse specialist (CNS) student with opportunities to increase knowledge and skills in the diverse roles and skills of a CNS. This course builds on previous CNS coursework. This practicum is individualized and focuses on organizational and systems leadership in application of the roles and essential skills of the CNS within a population focus. Students are expected to integrate knowledge of disease, evidence based practice, advanced care coordination, and principles of patient/staff education as components of advanced nursing practice in the care of patients and families across the continuum of health care. Students integrate and apply their understanding across the three spheres of influence: Patient, nurse/nursing practice, and organization/system spheres. Under the guidance of a clinical instructor and experienced preceptor, the clinical nurse specialist (CNS) student will participate in 168 practicum hours within their population focus. Prerequisite: NR.210.654

Prerequisite(s): NR.210.654 is a prerequisite for this course.

NR.210.656. Clinical Practicum IV-Clinical Nurse Specialist: Advanced Practice Management. 4 Credits.

This is the fourth of four sequential clinical practicum courses that prepare the clinical nurse specialist (CNS) student with opportunities to increase knowledge and skills in the diverse roles and skills of a CNS. This course builds on previous CNS coursework. This practicum is individualized and focuses on evaluation of clinical practice in application of the roles and essential skills of the CNS within a population focus. Students are expected to integrate knowledge of disease, evidence based practice, advanced care coordination, and principles of patient/staff education as components of advanced nursing practice in the care of patients and families with complex needs across the continuum of health care. Students integrate and apply their understanding across the three spheres of influence: Patient, nurse/nursing practice, and organization/system spheres. Under the guidance of a clinical instructor and experienced preceptor, the clinical nurse specialist (CNS) student will participate in 224 practicum hours within their population focus. Prerequisites: NR.210.652 and 210.655

Prerequisite(s): NR.210.652 and 210.655 are prerequisites for this course.;NR.210.655[C] AND NR.210.652[C]

NR.210.660. Introduction to Acute Care. 4 Credits.

This course provides foundational content for Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) students to critically think about symptoms, differential diagnoses, evidence-based diagnostic evaluation and management of common acute and chronic illness disease processes based on age, gender, sexuality, culture, ethnicity, psychosocial issues, and integrates ethical principles in decision making. Content focuses on the AG-ACNP role, scope of practice and principles of diagnostic and advanced technologies to provide selected interventions in the care of acutely and critically ill adults across the lifespan. Unique characteristics and risks associated with hospitalized patients are also addressed. Concentrated clinical instruction will allow the AG-ACNP student to develop advanced assessment strategies while enhancing history taking and physical assessment skills. 56 clinical hours. Prerequisites: NR.210.600, 210.601, 210.602, 210.605

Prerequisite(s): NR.210.600, 210.601, and 210.602 are prerequisites for this course.

NR.210.661. Advanced Practice in Acute Care I. 6 Credits.

This is the first of four specialty courses that introduces clinical skills combined with evidence-based practice emphasizing the integration of theory, comprehensive assessment and advanced technologies for acutely ill adults across the lifespan in acute and critical care settings. Content focuses on the pathophysiology, subjective and objective clinical data, differential diagnoses and the development of a management plan considering age, gender, sexuality and social determinants of health within the scope of Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) practice. Supervised clinical instruction in acute and critical care settings allows the AG-ACNP student to perform comprehensive assessment skills, diagnosis and management including incorporating relevant diagnostic and therapeutic testing modalities. 168 clinical hours. Prerequisite: NR.210.660

Prerequisite(s): NR.210.660 is a prerequisite for this course.

NR.210.662. Advanced Practice in Acute Care II. 4 Credits.

This is the second of four specialty courses that fosters advanced clinical skills while incorporating evidence-based practice emphasizing the integration of theory, comprehensive assessment and advanced technologies for acutely ill adults across the lifespan in acute and critical care settings. Content focuses on pathophysiology, subjective and objective clinical data, differential diagnoses and the development of a management plan considering age, gender, sexuality and social determinants of health within the scope of Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) practice. Supervised clinical instruction in acute and critical care settings allows the AG-ACNP student to improve comprehensive clinical assessment skills including tailoring diagnostic and therapeutic testing modalities. 168 clinical hours. Prerequisite: NR.210.661

Prerequisite(s): NR.210.661 is a prerequisite for this course.

NR.210.663. Advanced Practice in Acute Care III. 4 Credits.

This is the third of four specialty courses that prepares students to assess, diagnose and manage acutely ill adults across the lifespan while emphasizing high acuity of disease entities encountered in acute and critical care settings. Content focuses on incorporating evidence-based practice while utilizing pathophysiology, subjective and objective clinical data, differential diagnoses and the development of a management plan considering age, gender, sexuality and social determinants of health within the scope of Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) practice. Supervised clinical instruction in acute and critical care settings allows the AG-ACNP student to enhance comprehensive clinical assessment skills including modifying diagnostic and therapeutic testing modalities. 168 clinical hours. Prerequisite: NR.210.662

Prerequisite(s): NR.210.662 is a prerequisite for this course.

NR.210.664. Advanced Practice in Acute Care IV. 6 Credits.

This is the fourth of four specialized courses that prepares students to assess, diagnose and manage acutely ill adults across the lifespan while emphasizing the highest acuity of disease entities encountered in acute and critical care settings. Content focuses on incorporating evidence-based practice while utilizing pathophysiology, subjective and objective clinical data, differential diagnoses and the development of a management plan considering age, gender, sexuality and social determinants of health within the scope of Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) practice. Supervised clinical instruction in acute and critical care settings allows the AG-ACNP student to enrich comprehensive clinical assessment skills including individualizing diagnostic and therapeutic testing modalities. Additionally, palliative care clinical experiences will be provided. 224 clinical hours. Prerequisite: NR.210.663

Prerequisite(s): NR.210.663 is a prerequisite for this course.

NR.210.670. Human Anatomy. 4 Credits.

This four week course offered by the Center for Functional and Evolutionary Anatomy within the JHU School of Medicine meets for 4 hours each day, 5 days a week. It is designed to give undergraduate and graduate students an introduction to all aspects of human anatomy, and includes demonstrations using human cadavers. A regional approach will be employed, beginning with the thorax and abdomen, continuing with the limbs, and ending with the head and neck. Lectures on each topic will be given in the morning, followed by prosection demonstrations (i.e., dissections prepared by departmental staff and presented to students) on human cadavers in the afternoon. Course materials will also involve hands-on work with human bones, various imaging modalities (e.g., radiographs, CT scans), and computer programs. Opportunities are also available for students to observe surgical procedures at the Johns Hopkins Hospital. Student performance will be evaluated by both written and practical (cadaver-based) exams. <https://esgweb1.nts.jhu.edu/fae/anatomyinstitute/>

NR.210.671. Advanced Pharmacology for Nurse Anesthesiology. 3 Credits.

This course is designed to provide an in-depth foundation of advanced pharmacology principles and their application to anesthesia across the lifespan, including special populations. The course provides detailed explorations of the uptake, distribution, biotransformation, and elimination of currently used clinical anesthesia pharmacotherapeutics. Pharmacogenetic disorders with specific anesthesia implications are examined. Various agents affecting the autonomic nervous system are detailed. Chemotherapeutic agents and anesthetic considerations will be covered. Prerequisite: NR.210.602

Prerequisite(s): NR.210.602[C] AND NR.210.686[C]

Corequisite(s): NR.210.672[C]

NR.210.672. Advanced Pathophysiology for Nurse Anesthesiology. 4 Credits.

This course will cover pathophysiology relevant to anesthesia practice and will build upon the advanced physiology course. The focus will be on the relationship to anesthesia assessment, planning, decision-making and management. Evidence-based practice resulting from relevant research will be incorporated to develop a relationship between patient pathophysiology and anesthesia assessment, planning, decision-making, and management. Students will utilize this information to build a foundation for anesthesia clinical reasoning. Prerequisite: NR.210.686

Prerequisite(s): NR.210.686[C]

Corequisite(s): NR.210.671[C]

NR.210.673. Introduction to Anesthesia Equipment, Technology, and Clinical Practice. 2 Credits.

This course introduces students to equipment and technology used in anesthesia practice with an emphasis on patient safety. This course also focuses on student simulation experiences and class discussions in conjunction with in-hospital observational experiences. Prerequisites: NR.210.671, 210.672, and NR.210.674

Prerequisite(s): NR.210.671[C] AND NR.210.672[C]

Corequisite(s): NR.210.675[C]

NR.210.674. Professional Aspects of Nurse Anesthesiology Practice. 3 Credits.

This course examines the professional role development of the nurse anesthesiologist. Course content focuses on: history of nurse anesthesiology; scope and standards of nurse anesthesiology practice; professional ethics; regulation of practice (governmental and nongovernmental); the healthcare delivery system; legal aspects of anesthesia practice; business of anesthesia (including practice management and anesthesia reimbursement, payment policies, CRNA practice patterns); wellness and substance use disorder; structure and function of state, national, and international anesthesia organizations; professional advocacy and issues in CRNA practice; assessing quality in anesthesia practice; cultural competence; healthcare informatics; and interprofessional collaboration to improve health care. This course provides students with a comprehensive description of the nurse anesthesiology profession. Prerequisites: NR.210.671 and 210.672

NR.210.675. Nurse Anesthesiology Principles I. 2 Credits.

The focus of this course is the development of foundational knowledge to deliver safe, effective anesthesia care across the lifespan. Emphasis will be placed on preanesthesia assessment, evaluation and preparation (patient and anesthetizing area); utilization and interpretation of data (labs and diagnostic exams); formulation and evaluation of anesthesia plans; communication and documentation; fluid assessment and management; patient positioning; anesthesia techniques and complications; and pain theory/ pain management (acute, chronic); postanesthesia care/respiratory therapy. Relevant literature related to evidence-based best practices will be reviewed. Simulation will be incorporated in the course. Prerequisites: NR.210.671 and 210.672 Corequisites: NR.210.673 and 210.674

Prerequisite(s): NR.210.671[C] AND NR.210.672[C]

Corequisite(s): NR.210.673[C]

NR.210.676. Nurse Anesthesiology Principles II. 3 Credits.

This course is the second of four anesthesia principles courses and builds on knowledge gained from the first anesthesia principles course. This course provides students with the foundation to provide safe, evidence-based anesthesia to patients undergoing common procedures, to patients undergoing local/regional anesthesia, and to special populations. Anesthetic management and considerations of patients having various surgeries will be discussed. Prerequisites: NR.210.673, 210.674 and 210.675 Corequisite: NR.210.679

Prerequisite(s): NR.210.675[C] AND NR.210.673[C]

Corequisite(s): NR.210.679[C]

NR.210.678. Nurse Anesthesiology Principles IV. 2 Credits.

This course is the last nurse anesthesiology principles course and builds upon knowledge gained in the first three principles courses. Course content encompasses anesthesia for specialty surgical procedures. Relevant literature related to evidence-based best practices will be reviewed. This course provides students with the foundation to provide safe evidence-based anesthesia for patients undergoing specialty procedures. Simulation will be incorporated in the course. Prerequisites: NR.210.677 and 210.680 Corequisite: NR.210.681

Prerequisite(s): NR.210.677[C] AND NR.210.680[C]

Corequisite(s): NR.210.681[C]

NR.210.679. Clinical Residency I. 3 Credits.

This is the first of seven (7) clinical residency courses. Applications of perianesthesia concepts are integrated throughout the clinical experience. An emphasis on patient safety and vigilance, anesthesia topics of pre-operative evaluation, comprehensive equipment check and prevention of iatrogenic complications for general anesthesia are explored. Experiential learning reflects upon the construction of care plans and application of skills and knowledge taught in didactic portion of the curriculum. Prerequisites: NR.210.673, 210.674, and 210.675 Corequisite: NR.210.676

Prerequisite(s): NR.210.675[C] AND NR.210.673[C]

Corequisite(s): NR.210.676[C]

NR.210.681. Clinical Residency IV. 4 Credits.

This course builds upon the clinical knowledge and foundational concepts developed in Clinical Residencies I, II and III. Applications of clinical concepts specific to cardiovascular and thoracic anesthesia, neurosurgical anesthesia and more advanced anesthesia specialty cases are fundamentally explored through simulation and hands on workshops. Students begin to incorporate evidence based research practices and an emphasis is placed on patient safety and vigilance, culturally competent care of the patient throughout the peri-anesthesia continuum, interpersonal communication and integration of critical and reflective thinking of an anesthesia provider. DNP practicum hours will be incorporated into this course for the implementation of the DNP project. Prerequisites: NR.210.677 and 210.680 Corequisite: NR.210.678

Prerequisite(s): NR.210.677[C] AND NR.210.680[C]

Corequisite(s): NR.210.678[C]

NR.210.682. Clinical Residency V. 4 Credits.

Students use critical thinking skills and best practices in the synthesis and correlation of didactic information to the clinical practice of nurse anesthesia. Students develop, implement, and evaluate anesthesia care plans for all patient populations based on best evidence. Clinical experiences focus on anesthesia care of high acuity patients across the lifespan undergoing elective and emergency surgical and diagnostic procedures. Emphasis on advanced health assessment and differential diagnosis, specialty surgical procedures, insertion of invasive pressure monitoring catheters, advanced airway management and safety and vigilance. Students provide culturally competent care of the patient throughout the perianesthesia continuum. DNP practicum hours will be incorporated into this course for the evaluation of the DNP project. Prerequisites: NR.210.678 and 210.681 Corequisite: NR.210.684

Prerequisite(s): NR.210.678[C] AND NR.210.681[C]

Corequisite(s): NR.210.684[C]

NR.210.683. Clinical Residency VII. 3 Credits.

Students develop, implement, and evaluate comprehensive anesthesia care plans for all patient populations based on best evidence. Clinical experiences focus on anesthesia care of special patient populations undergoing a wide variety of diagnostic, surgical, and therapeutic procedures. Students demonstrate skills of ultrasound techniques for peripheral nerve blocks and invasive line insertion with minimal supervision. Student teaching and mentorship opportunities are integrated in the simulation lab. In addition, this course provides the third-year student with opportunities to further explore the role of the DNP through the synthesis and application of advanced principles regarding patient safety, risk reduction, healthcare law, healthcare policy, and bioethics for anesthesia practice. Prerequisites: NR.210.683A

Corequisite(s): NR.210.685[C]

NR.210.684. Seminars in Nurse Anesthesiology I. 3 Credits.

This is the first in a series of two (2) clinical correlation courses. Selected topics and case studies will be applied in an advanced study of scientific principles, principles of therapeutics, and principles of anesthesia practice in order to further develop critical thinking skills and to foster continued integration of theoretical knowledge into clinical practice. This course includes student participation in discussion of clinical experiences, case presentations, and current evidence-based practice articles from anesthesia related literature. Students will critically analyze, synthesize and evaluate the knowledge gained in all previous nurse anesthesia courses and clinical residencies. This course reviews comprehensive topics encountered on the National Certification Examination (NCE). Data management will also be included in this course and will provide students with the knowledge and skills necessary to develop and execute the evaluation plan for the scholarly project. The comprehensive exam (NBCRNA Self Evaluation Exam) will be taken during this course. Prerequisites: NR.210.678 and 210.681 Corequisite: NR.210.682

Prerequisite(s): NR.210.678[C] AND NR.210.681[C]

Corequisite(s): NR.210.682[C]

NR.210.685. Seminars in Nurse Anesthesiology II. 3 Credits.

This is the second in a series of two (2) clinical correlation courses. Selected topics and case studies will be utilized in an advanced study of scientific principles, principles of therapeutics, and principles of anesthesia practice in order to further develop critical thinking skills and to foster continued integration of theoretical knowledge into clinical practice. This course also includes student participation in discussion of clinical experiences, case presentations, and current evidence-based practice articles from anesthesia related literature. Students will critically analyze, synthesize and evaluate the knowledge gained in all previous nurse anesthesia courses and clinical residencies. This course reviews comprehensive topics encountered on the National Certification Examination (NCE). Prerequisites: NR.210.682 and 210.684 Corequisite: NR.210.683

Prerequisite(s): NR.210.684[C] AND NR.210.688[C]

Corequisite(s): NR.210.683[C]

NR.210.686. Advanced Physiology for Nurse Anesthesiology. 4 Credits.

This course will cover an in-depth focus on human physiology which is essential for the practice of nurse anesthesiology. Topics are covered from a molecular, cellular, tissue, organ, and system perspective. Also covered in this course are physiologic differences related to culture, gender, race, age, and genetics. The content of this course will serve as the foundation for advanced clinical assessment, advanced pathophysiology, clinical decision-making, and management.

Prerequisite(s): NR.210.601[C]

NR.210.687. Clinical Residency II. 1 Credit.

This is the second in a series of seven (7) courses. This course builds upon the clinical knowledge and foundational concepts developed in Clinical Residency I and in-hospital experiences. Applications of clinical concepts specific to obstetrical anesthesia, regional anesthesia and pain management are explored through simulation and patient care. Students begin to incorporate evidence-based research practices and an emphasis is placed on patient safety and vigilance, culturally competent care of the patient throughout the peri-anesthesia continuum, interpersonal communication and integration of critical and reflective thinking of an anesthesia provider.

Prerequisite(s): NR.210.676[C] AND NR.210.679[C]

NR.210.688. Clinical Residency VI. 1 Credit.

Students develop, implement, and evaluate comprehensive anesthesia care plans for all patient populations based on best evidence. Clinical experiences focus on anesthesia care of special patient populations undergoing a wide variety of diagnostic, surgical, and therapeutic procedures. Students demonstrate skills of ultrasound techniques for peripheral nerve blocks and invasive line insertion with minimal supervision. Student teaching and mentorship opportunities are integrated in the simulation lab. In addition, this course provides the third-year student with opportunities to further explore the role of the DNP through the synthesis and application of advanced principles regarding patient safety, risk reduction, healthcare law, healthcare policy, and bioethics for anesthesia practice. Prerequisites: NR 210.684 and NR 210.682

Prerequisite(s): NR.210.684[C] AND NR.210.682[C]

NR.210.802. Advanced Nursing Health Policy. 2 Credits.

This course develops the knowledge and skills for nurse leaders to engage with and develop policies that shape health at all levels – from local to global. The course examines policies that structure the US healthcare system, and produce population health outcomes and health inequities, and explores leading approaches for improving these systems, outcomes, and inequities through policy change. The course offers a diverse set of opportunities for nurses to engage in the policy process, analyze policies and advocate for policies that align with the ethical aims of the profession to improve health and health equity. The course also addresses the interconnection of local and global health, and key threats to our collective planetary health, and identifies opportunities for policies to address these threats. The course is grounded in attention to fundamental causes such as structural racism and the social determinants of health, and the principles of human rights and diversity, equity, inclusion and justice. Throughout, the course highlights the importance of and opportunities for nursing leadership in the policy process and in advocacy. Prerequisites: NR.210.607

NR.210.803. Nursing Inquiry for Evidence-Based Practice. 3 Credits.

This course utilizes the Johns Hopkins Evidenced-Based Practice Model to guide nursing inquiry. The conceptualization, definition, theoretical rationale and methods of evidenced-based practice will be evaluated, and related research will be described. Production of the integrative review and exploration of systematic reviews are hallmarks of this course. Prerequisites: NR.210.606 and 210.886

Prerequisite(s): NR.210.606[C] AND NR.210.886[C]

NR.210.804. Organizational and Systems Leadership for Quality Care. 2 Credits.

This course facilitates leading, advocating, and managing the application of innovative responses to organizational challenges. Emphasis is placed on development and evaluation of care delivery approaches that meet the needs of targeted patient populations by enhancing accountability for effective and efficient health care, quality improvement, and patient safety. This course focuses on development of strategies to implement change initiatives, manage conflict, and manage the ethical dilemmas inherent in health care organizations.

NR.210.805. Translating Evidence into Practice. 3 Credits.

This course focuses on the integration and application of knowledge into practice. The theories and strategies used to facilitate translation of evidence into practice are considered and analyzed. Theories of change, caring, human needs and value systems are considered with respect to the translation of evidence into practice. A variety of translation strategies, including instructional design, pathways, protocols and programs are discussed. Enablers of translation are considered along with methods of analysis and evaluation. Prerequisites: NR.210.803 and 210.896 Corequisite: NR.210.897

NR.210.806. Health Finance. 2 Credits.

This course introduces students to the business and financial aspects of healthcare. Basic financial concepts and misconceptions about cost behavior, pricing and revenue, and cash flow are explored. Concepts are organized around the financial management paradigm: performance planning, performance measurement and performance management. Students will learn how to prepare several types of budgets, how to use performance reports and dashboards to guide performance, and how to prepare a variety of formal and ad hoc financial analyses. The course concludes with discussions related to improving financial performance, developing improvement plans, and making the "pitch" to decision makers.

NR.210.817. Analysis and Evaluation of Individual and Population Health Data. 3 Credits.

Clinical data management is an essential component of evaluating any Evidence Based Practice/Performance Improvement project. A high caliber data management plan and its implementation will provide key stakeholders and decision-makers with the information necessary to make decisions about the value and continuation of each evidence-based intervention. Components of data management include clearly identified outcomes linked to variables and data sources; appropriate data collected for the purpose of measuring these outcomes; adequate statistical power to determine success of the project; proper data cleaning and manipulation techniques; appropriate statistical methods for measuring the outcomes; and a meaningful presentation of outcomes that addresses the concerns and questions of key stakeholders. The clinical data management course will provide students with the knowledge and skills necessary to develop and execute the data management plan for the scholarly project. Prerequisites: NR.210.606, 210.803, 210.897

Prerequisite(s): NR.210.887[C] AND NR.210.803[C] AND NR.210.606[C]

NR.210.818. Clinical Data Management and Analyses. 2 Credits.

Clinical data management is essential for the evaluation of any evidence-based practice performance improvement project. A high caliber evaluation plan and its implementation will provide key stakeholders and decision-makers with the information to make decisions about the value and continuance of each evidence-based intervention. Components of an evaluation plan include clearly identified outcomes linked to measures, variables, and data sources; appropriate data collected for the purpose of measuring these outcomes; adequate statistical power to determine success of the project; proper data cleaning and manipulation techniques; appropriate statistical methods for determining the outcomes; and a meaningful presentation of outcomes that addresses the concerns and questions of key stakeholders. This course provides students with the knowledge and skills necessary to develop and execute the evaluation plan for the scholarly project. Prerequisite: NR.210.817. Corequisite: NR.210.899 Corequisite: NR.210.899

Corequisite(s): NR.210.889[C]

NR.210.821. Digital Technologies, Artificial Intelligence, and Machine Learning in the Era of Big Data. 2 Credits.

This course will explore the role of digital technologies in healthcare and the social, economic, and ethical implications of these technologies in policy, practice, education, and research. Students will learn how advances in data collection and innovations in analytic methods are advancing progress in health care and research. They will also consider that not all individuals and communities may benefit equally from digital advances and existing health care disparities may be perpetuated. Through this course students will explore some of the positive and negative issues surrounding disruptive technologies in health care and have an opportunity to apply their knowledge to real world situations.

Prerequisite(s): NR.210.803[C] AND NR.110.809[C] AND NR.110.815[C]

NR.210.822. Health Information Systems and Patient Care Technologies. 2 Credits.

This course focuses on the evaluation and use of information technology in healthcare at the level of the advanced practice nurse (APN).

NR.210.823. Special Topics: Qualitative Design and Implementation. 1 - 3 Credits.

This course will provide an overview of how qualitative methods can be applied to health-related projects or research. Focus will be on understanding common qualitative approaches used to plan or evaluate programs or research including strategies for collecting, managing and analyzing qualitative data. Prerequisites: NR.210.803 or NR.110.809

Prerequisite(s): NR.110.815[C]

NR.210.824. Transitions to Practice. 2 - 3 Credits.

The course lays a foundation to prepare learners to transition from the student to practicing provider role through interactive learning, primary care immersion and specialty care rotations. The aim is to promote independence in the role of primary care nurse practitioner in prevention, screening, illness, and care coordination for patients across the lifespan. It integrates biomedical, psychological, social and nursing aspects of care based on age, gender, culture, and ethnicity. This course is required for all Supporting Nursing Advanced Practice Transitions (SNAPT) Fellowship participants and is an elective for students not in the Fellowship.

NR.210.886. Problem Discovery. 1 - 3 Credits.

This is the first in the series of courses culminating in the DNP Scholarly Project. The purpose of this course is two-fold: first, to introduce the student to the essentials of scholarly writing and the logical presentation of ideas; and second, to then apply these essential skills to the identification of an important practice problem. The student identifies an important practice problem, defines the scope and significance of the problem. For DNP/AP and DNP Executive students in practicum, this course also provides the integrative practice experience necessary for scholarship in translational innovation and improvement for advanced nursing practice and health outcomes. The practicum experience complements the foundational advanced nursing practice experience to identify, develop, implement, evaluate and disseminate the DNP Scholarly Project. Credit hour requirements vary based on the student and degree plan.

NR.210.887. Project Advancement. 1 - 3 Credits.

This is the second of four scholarly project courses. This course focuses on the development of the comprehensive plan for the DNP Scholarly Project. The student develops the plan to ensure translation of the evidence in addressing a significant clinical problem. The student develops the full application for submission to the Institutional Review Board/Ethics Committee. For DNP/AP and DNP Executive students in practicum, this course also provides the integrative practice experience necessary for scholarship in translational innovation and improvement for advanced nursing practice and health outcomes. The practicum experience complements the foundational advanced nursing practice experience to identify, develop, implement, evaluate and disseminate the DNP Scholarly Project. Credit hour requirements vary based on the student and degree plan.

Prerequisite(s): NR.210.803[C] AND NR.210.886[C]

NR.210.888. Project Application. 1 - 3 Credits.

This scholarly project course is the third in the series of four courses. In this course the student implements the approved project plan. This course fosters the student's development of requisite skills for project implementation, such as managing time and resources, assessing and managing implementation issues, and utilizing communication and collaboration strategies. For DNP/AP and DNP Executive students in practicum, this course also provides the integrative practice experience necessary for scholarship in translational innovation and improvement for advanced nursing practice and health outcomes. The practicum experience complements the foundational advanced nursing practice experience to identify, develop, implement, evaluate and disseminate the DNP Scholarly Project. Credit hour requirements vary based on the student and degree plan. Prerequisites: NR.210.805, NR.210.817, and NR.210.887.

NR.210.889. Project Evaluation and Dissemination. 1 - 3 Credits.

This is the final component of the scholarly project sequence. Content, as in the other project experiences, reflects the interest of the student and is designed to meet individual student needs and career goals. This final course allows the student, with guidance from mentor and faculty, to complete the clinical project and finalize the scholarly written and oral reports that disseminate and integrate new knowledge. The final products will reflect the student's ability to employ effective communication and collaboration skills, take a leadership role, influence health care quality and safety, transform practice, lead clinical innovation, and successfully negotiate change in health care delivery for individuals, families, populations, or systems across a broad spectrum of healthcare. This course also provides the integrative practice experience necessary for scholarship in translational innovation and improvement for advanced nursing practice and health outcomes. The practicum experience complements the foundational advanced nursing practice I experience to identify, develop, implement, evaluate and disseminate the DNP Scholarly Project.

Prerequisite(s): NR.210.888[C]

Corequisite(s): NR.210.818[C]

NR.210.894. DNP Practicum. 1 - 2 Credits.

This course provides the integrative practice experience necessary for scholarship in translational innovation and improvement for advanced nursing practice and health outcomes. The practicum experience complements the foundational advanced practice clinical experience to identify, develop, implement, evaluate and disseminate the DNP Scholarly Project. This course is taken concurrently with the DNP Scholarly Project didactic courses. Credit hour requirements vary based on the student specialty track and degree plan. Corequisites: 210.896, 210.897, 210.898, 210.899

NR.210.895. Independent Study. 1 - 3 Credits.

Scholarly activity under guidance of faculty serves to help students achieve professional goals. This course may be taken as elective credit.

NR.210.896. Problem Identification. 1 Credit.

This is the first in the series of courses culminating in the DNP Scholarly Project. The purpose of this course is two-fold: first, to introduce the student to the essentials of scholarly writing and the logical presentation of ideas; and second, to then apply these essential skills to the identification of an important practice problem. The student identifies an important practice problem, defines the scope and significance of the problem. Prerequisite: NR.210.608 Corequisite: NR.210.894

NR.210.897. Project Development. 1 Credit.

The second scholarly project experience will provide students with the support and direction needed in collaboration with the sponsoring facility and mentor to develop a comprehensive, site specific project, evaluation plan, and IRB proposal. Prerequisites: NR.210.803 and 210.896 Corequisite: NR.210.805 and 210.894

NR.210.898. Project Implementation. 1 Credit.

This scholarly project course is the third in the series of four courses. In this course the student implements the approved project plan. This course fosters the student's development of requisite skills for project implementation, such as managing time and resources, assessing and managing implementation issues, and utilizing communication and collaboration strategies. Prerequisites: NR.210.817 and 210.897; Documented IRB approval Corequisite: NR.210.894

NR.210.899. Project Evaluation. 1 Credit.

This is the final component of the scholarly project sequence. Content, as in the other project experiences, reflects the interest of the student and is designed to meet individual student needs and career goals. This final course allows the student, with guidance from mentor and faculty, to complete the clinical project and finalize the scholarly written and oral reports that disseminate and integrate new knowledge. The final products will reflect the student's ability to employ effective communication and collaboration skills, take a leadership role, influence health care quality and safety, transform practice, lead clinical innovation, and successfully negotiate change in health care delivery for individuals, families, populations, or systems across a broad spectrum of healthcare. Prerequisites: NR.210.898 Corequisites: NR.210.818 and 210.894

NR.400

NR.400.700. Advanced Physiology and Pathophysiology Part I. 2 Credits.

This course is semester I of a two-semester course which focuses on the interrelationship between theory and research-based physiology and pathophysiology that affect wellness and disease processes across the lifespan. Attention is directed to the influence of social determinants of health and the impact of stress-related maladaptation on the health of individuals and populations. With this knowledge, students will be able to interpret changes in normal functions that indicate illness and identify principles underlying disease prevention and treatment strategies. This course serves as the foundation for synthesis and application of physiology and pathophysiology to health conditions that students will utilize for learning in their program of study and their future role as advanced practice providers.

NR.400.701. Advanced Physiology and Pathophysiology Part II. 2 Credits.

This course is semester II of a two-semester course which focuses on the interrelationship between theory and research-based physiology and pathophysiology that affect wellness and disease processes across the lifespan. Attention is directed to the influence of social determinants of health and the impact of stress-related maladaptation on the health of individuals and populations. With this knowledge, students will be able to interpret changes in normal functions that indicate illness and identify principles underlying disease prevention and treatment strategies.

This course serves as the foundation for synthesis and application of physiology and pathophysiology to health conditions that students will utilize for learning in their program of study and their future role as advanced practice provide.

Prerequisite(s): NR.400.700[C]

NR.400.704. Advanced Health Assessment and Measurement?for Advanced Practice Nurses. 3 Credits.

This course will build upon the health assessment skills developed in the basic nursing educational program. In this course, students will attain advanced knowledge and skills in history taking, biopsychosocial, and cultural health assessment across the lifespan. Students will actively participate in laboratory experiences utilizing a systems approach that focuses on the assessment of clients and the presentation of normal and abnormal comprehensive health history and physical exam findings.?

NR.400.706. Pharmacology for Advanced Practice Part I. 2 Credits.

NR.400.707. Pharmacology for Advanced Practice Part II. 2 Credits.
This course is semester 2 of a two-semester course and will build upon basic pharmacology knowledge attained in the professional nurse's education and experience. This advanced course focuses on the clinical use of medications for clinical conditions most seen in practice and across the lifespan. Principles of rational medication prescribing, which is based on evidenced-based guidelines, pharmacology and pathophysiologic considerations, lifespan considerations, cultural, genetic, and genomic, economic, ethical legal, and social influences will be presented. Prescription medications will be the focus of the course; however, commonly-used over-the-counter and complementary and alternative medications will be discussed. Completion of this course will enable students to identify pharmacologic treatments for commonly encountered clinical conditions and prescribe, manage, and evaluate medication therapy.

Prerequisite(s): NR.400.706[C]

NR.400.710. Human Growth, Development and Supervision Birth through Adolescence. 2 Credits.

This course presents the evidenced-based-practice, primary healthcare recommendations for human growth, development and health supervision from birth to adolescence. This course describes patterns in growth, development, health supervision, and age-appropriate periodicity screenings. The promotion of a healthy environment through history, physical and developmental assessments, screenings, disease and injury prevention, and anticipatory guidance will be presented. Identification of typical, atypical, and neurodivergent variations will be illustrated. An introduction to the identification, treatment, and management of common health concerns encountered during pediatric health maintenance exams will be discussed. Appraisal of current guidelines, policies, and legislation will be presented and its effect on DEI, Social Determinants of Health, and the pediatric population.

NR.400.712. Diagnostic Skills and Procedures for Advanced Practice Nursing. 1 Credit.

This course introduces clinical decision making surrounding selection, interpretation, and application of diagnostic testing, evaluation techniques and procedures that aid in the detection, diagnosis, and treatment of disease, injury, or other physical conditions across the lifespan and clinical settings. Evidence-based clinical reasoning and decision-making techniques are presented.?

NR.400.717. Application of Biostatistical Methods for Evidence-Based Practice. 2 Credits.

This course is designed to teach students the relevance and use of appropriate statistical methods in nursing practice research and projects. The course will build on a nurse's knowledge and cover descriptive statistics and inferential statistics methods including ethical concerns. Data sets and computing software will be utilized throughout the course. Link to practice, interpretation of strength of evidence in literature, and use of statistics in the four DNP project models will establish a foundation for the DNP student as they pursue scholarly work

NR.400.719. Application of the Research Process to Evidence-Based Practice. 2 Credits.

This course will prepare students to evaluate and apply knowledge in a defined area of nursing practice using the best available scientific evidence. Students will develop the requisite critical skills and knowledge to independently search for, review, appraise, and synthesize research literature to a particular interest in a nursing practice. Students will make recommendations for changes (health equity, health disparities, sociopolitical forces, and cultural humility) at the individual- and system-level based on the strength of the evidence. ?IRB research guidelines will be implemented throughout the scholarship process to support ethical conduct and protection of human subjects.

Prerequisite(s): NR.400.717[C]

NR.400.721. Health Promotion and Disease Across the Lifespan. 2 Credits.

This course introduces the student to current issues, theories, and research in health promotion, disease prevention, and risk reduction related to individuals, families, aggregates, and communities across the lifespan. The role of the advanced practice nurse in risk assessment, counseling, education, and screening will be emphasized as well as thinking broadly about health promotion needs and health behavior from an ecological perspective with consideration of health equity and social determinants of health.

NR.400.723. Advanced Health Policy. 2 Credits.

This course develops the knowledge and skills for nurse leaders to engage with and develop policies that shape health at all levels – from local to global. The course examines policies that structure the US healthcare system, and produce population health outcomes and health inequities, and explores leading approaches for improving these systems, outcomes, and inequities through policy change. The course offers a diverse set of opportunities for nurses to engage in the policy process, analyze policies and advocate for policies that align with the ethical aims of the profession to improve health and health equity. The course also addresses the interconnection of local and global health, and key threats to our collective planetary health, and identifies opportunities for policies to address these threats. The course is grounded in attention to fundamental causes such as structural racism and the social determinants of health, and the principles of human rights and diversity, equity, inclusion and justice. Throughout, the course highlights the importance of and opportunities for nursing leadership in the policy process and in advocacy.?

NR.400.725. Inquiry for Scholarly Practice. 3 Credits.

The course will examine the conceptualization, definition, theoretical rationale and methods for identifying and assessing evidence to support the practice issue or problem. The course will examine literature review methodologies and summary of findings. The course will introduce the student to the essentials of scholarly writing and the logical presentation of ideas and apply these essential skills to an important practice issue or problem.

Prerequisite(s): NR.400.717[C]

NR.400.727. Organizational and Systems Leadership for Quality Healthcare. 2 Credits.

This course facilitates understanding, leading, advocating, navigating and managing current healthcare challenges. Application of innovative responses to the complexity and dynamic environment of today's healthcare organizations, as well as health equity, quality improvement, and patient safety, are emphasized. Elements of technology, finance, economic, social and political factors that affect health care delivery, care environments and patient needs are incorporated. Course content focuses on leadership development and strategic thinking that generates change initiatives, managing conflict, and navigating the ethical dilemmas inherent in healthcare organizations.

NR.400.729. Translation of Evidence for Advanced Nursing Practice. 1 Credit.

In this course, students will integrate, analyze, facilitate, and translate evidence from theories and strategies into practice. Content will include a variety of translation strategies, instructional design, pathways, protocols, and programs. Theory of change will be discussed.

Prerequisite(s): (NR.401.702[C] AND NR.401.713[C]) OR (NR.402.704[C] AND NR.402.712[C]) OR (NR.403.703[C] AND NR.403.711[C]) OR (NR.404.722[C]) OR (NR.405.703[C] AND NR.405.712[C]) OR (NR.406.714[C] AND NR.406.720[C])

NR.400.732. Healthcare Finance for Advanced Nursing Practice. 2 Credits.

This course introduces students to the business and financial aspects of healthcare, exploring basic financial concepts and misconceptions about cost behavior, pricing and revenue, and cash flow. Concepts are organized around the financial management paradigm: performance planning, performance measurement, and performance management. Students will learn how to prepare budgets, use performance reports and dashboards to guide performance, and prepare financial analyses.

NR.400.734. Advanced Clinical Data Management for Evidence-Based Practice and Performance Improvement. 2 Credits.

This course will provide students with the knowledge and skills necessary to develop and execute a data management plan for a scholarly project. A high caliber data management plan and its implementation will provide key partners and decision-makers with the information necessary to make decisions about the value and continuance of each evidence-based intervention. Components of data management include clearly identified outcomes linked to variables and data sources; appropriate data collected for the purpose of measuring these outcomes; adequate statistical power to determine success of the project; proper data cleaning and manipulation techniques; appropriate statistical methods for measuring the outcomes; and a meaningful presentation of outcomes that addresses the concerns and questions of key partners. The clinical data management course will provide students with the knowledge and skills necessary to develop and execute the data management plan for a scholarly project of this type.

Prerequisite(s): NR.400.725[C] AND NR.400.740[C]

Corequisite(s): NR.400.729[C]

NR.400.736. Clinical data management and analyses for advanced practice. 2 Credits.

Clinical data management is essential for the evaluation of any clinical improvement project. A high caliber evaluation plan and its implementation will provide key partners and decision-makers with the information necessary to make decisions about the value and continuance of each intervention. Components of an evaluation plan include clearly identified outcomes linked to measures, variables, and data sources; high-quality data collected for the purpose of measuring these outcomes; utilizing proper data management techniques; applying appropriate analytic methods to evaluate outcomes; and a meaningful summary of methods and outcomes that addresses the concerns and questions of key partners. Analytic techniques to evaluate outcomes may be quantitative, qualitative or both. This course provides students with the knowledge and skills necessary to refine and execute the evaluation plan for the scholarly project as applicable.

Prerequisite(s): NR.400.734[C]

NR.400.738. Advanced Applications of Information Technology in Healthcare Delivery. 2 Credits.

This course focuses on the evaluation and use of information technology in healthcare at the level of the advanced practice nurse (APN).

NR.400.740. Scholarly Project Discovery and Foundations of Nursing Leadership in Healthcare. 2.5 Credits.

This first innovative course introduces Doctor of Nursing Practice (DNP) students to foundational competencies in scholarly inquiry, systems leadership, and clinically relevant problem discovery. Students engage with modeled practice-based settings to identify, frame, and begin exploring a significant healthcare issue through a lens of health equity, policy, leadership, and social determinants of health (SDOH). Emphasis is placed on integrating equity-centered care, initiatives, leadership, and methods for evaluating complex practice gaps that impact patient and population outcomes. Students initiate their Signature DNP Project Collection by completing a preliminary project framing document and engaging in foundational assignments such as ethics compliance (CITI training) and policy analysis. The course is grounded in Competency-Based Education (CBE) and aligned with the AACN Essentials. (AACN Essentials/Domains: 1, 2, 3, 4, 9, 10)

Corequisite(s): NR.400.742[C]

NR.400.742. Scholarly Problem Discovery and Foundations of Nursing Leadership in Healthcare Practicum. 0.5 Credits.

This first innovative DNP practicum course provides and supports 40 hours of experiential learning in collaboration with the corresponding didactic course and the Signature DNP Project Product Collection activities. Students complete 40 hours of structured practice-based experiences that support the development of leadership, scholarly inquiry, and problem discovery competencies aligned with the AACN Essentials. Practicum activities include site engagement, ethics training, leadership activities, and identification of a clinically relevant practice problem. Students will also engage with current technologies and digital tools that support clinical decision-making, data analysis, communication, and evidence translation in advanced nursing practice. (AACN Essentials/ Domains 1, 2, 4, 5, 6, 7, 8, 9, 10)

Prerequisite(s): (NR.401.701[C] AND NR.401.712[C]) OR (NR.402.703[C] AND NR.402.711[C]) OR (NR.403.702[C] AND NR.403.710[C]) OR (NR.405.702[C] AND NR.405.711[C])

Corequisite(s): NR.400.740[C]

NR.400.744. Evidence-Based Practice and Research Translation in Healthcare. 2.5 Credits.

This second innovative course builds upon foundational scholarly and leadership skills by guiding students through critical evidence appraisal and translational science frameworks to support informed healthcare initiatives. Students conduct a rapid evidence synthesis, analyze clinical or systems-level gaps, and apply ethical, equity-centered strategies to inform best practices and the development and application of translational science frameworks. As part of the Signature DNP Project Collection, students conduct focused rapid literature searches, translate the findings into a project pathway proposal (e.g., QI, EBP, Process Improvement), and present their work in a Mock PERC Review, thereby reinforcing their scholarly and professional communication skills. Taken alongside a practicum, this course prepares students for applied quality and systems improvement. (AACN Essentials/Domains: 1, 3, 4, 5, 6, 7, 10)

Prerequisite(s): NR.400.740[C]

Corequisite(s): NR.400.746[C]

NR.400.746. Evidence-Based Practice and Research Translation in Healthcare Practicum. 0.5 Credits.

This second innovative DNP practicum course provides and supports 40 hours of experiential learning in collaboration with the corresponding didactic course and the Signature DNP Project Product Collection activities. The course focuses on evidence synthesis, translational project pathways and frameworks, and leadership in practice transformation. Students build competency in applying scholarly evidence to develop and propose a DNP project plan aligned with their selected pathway through real or modeled experiential engagement. Students will also engage with current technologies and digital tools to support literature synthesis, data interpretation, project planning, and dissemination of evidence-based solutions in advanced nursing practice. (AACN Essentials/Domains 1, 4, 5, 6, 7, 8, 9, 10)

Prerequisite(s): (NR.401.702[C] AND NR.401.713[C]) OR (NR.402.704[C] AND NR.402.712[C]) OR (NR.403.703[C] AND NR.403.711[C]) OR (NR.405.703[C] AND NR.405.712[C]) OR (NR.406.714[C] AND NR.406.720[C])

Corequisite(s): NR.400.744[C]

NR.400.748. Health Policy, Advocacy, and Legislation Transformation in Healthcare. 1.5 Credits.

In this third innovative course, students deepen their expertise in health policy, leadership advocacy, and the political, legislative, and ethical dimensions of healthcare systems. Through critical policy analysis, engagement with community or organizational leaders, and dissemination strategy planning, students explore how policy and legislation influence practice and patient outcomes at the micro, meso, and macro levels. Emphasis is placed on ethical, economic, and interprofessional considerations, with a strong focus on addressing health disparities and integrating Social Determinants of Health (SDOH). Students advance their Signature DNP Project Collection by identifying relevant legislation and policies, conducting assessments to define measurable health priorities, and developing scholarly advocacy products. Through this process, students integrate SDOH into systems-level strategies that inform healthcare initiatives and promote equitable, evidence-based change. (AACN Essentials/Domains: 2, 3, 4, 5, 7, 9, 10)

Prerequisite(s): NR.400.744[C]

Corequisite(s): NR.400.750[C]

NR.400.750. Health Policy, Advocacy, and Legislation Transformation in Healthcare Practicum. 0.5 Credits.

This third innovative DNP practicum course provides and supports 40 hours of experiential learning in collaboration with the corresponding didactic course and the Signature DNP Project Product Collection activities. Students apply policy analysis skills and advocacy strategies and engage with policy leaders through real or modeled experiential learning that emphasizes legislation, policy-influenced care delivery, and social justice in healthcare systems. Students will also utilize current technologies and digital platforms to support policy research, advocacy communication, and dissemination of policy-related initiatives in advanced nursing practice. (AACN Essential/Domain 2, 4, 5, 6, 7, 8, 9)

Prerequisite(s): NR.402.712[C] OR NR.405.722[C] OR (NR.401.702[C] AND NR.401.713[C]) OR (NR.405.703[C] AND NR.405.712[C]) OR (NR.406.715[C] AND NR.406.722[C])

Corequisite(s): NR.400.748[C]

NR.400.752. Quality, Safety and Systems Improvement and Dissemination in Healthcare. 1.5 Credits.

This final innovative course in the sequence emphasizes system-level transformation through continuous quality and safety improvement (CQSI) product, implementation science, and systems thinking. Students apply CQSI principles and evidence-based strategies to design, ethically prepare, and evaluate a systems-level intervention focused on sustainable, equity-driven healthcare improvement. Emphasis is placed on the use of modeled healthcare outcomes, interprofessional collaboration, and engagement with current technologies and digital platforms to support project planning, data analysis, and dissemination. Students refine leadership and systems-level thinking competencies as they contribute to their Signature DNP Project Collection with the culminating Signature CBE Assignment: Continuous Quality and Safety Improvement (CQSI) product, a scholarly deliverable that advances equity, quality, safety, and sustainability in healthcare outcomes. (AACN Essentials/Domains: 1–10)

Prerequisite(s): NR.400.748[C]

Corequisite(s): NR.400.754[C]

NR.400.754. Quality, Safety and Systems Improvement and Dissemination in Healthcare. 0.5 Credits.

This final innovative DNP practicum course provides and supports 40 hours of experiential learning in collaboration with the final didactic course and the Signature DNP Project Product Collection activities. Students collaboratively develop and disseminate their Signature CBE Assignment: Continuous Quality and Safety Improvement (CQSI) product, including participation in a mock IRB review process. Throughout the practicum, students will engage with current technologies and digital platforms to support project design, data analysis, dissemination, and interprofessional collaboration, and to evaluate modeled healthcare outcomes in advanced nursing practice. (AACN Essential/Domain 1,2, 3, 4, 5, 6, 7, 8, 9, 10).

Prerequisite(s): NR.402.713[C] OR NR.403.712[C] OR NR.405.713[C] OR (NR.401.703[C] AND NR.401.714[C]) OR (NR.405.720[C] AND NR.405.723[C]) OR (NR.406.726[C] AND NR.406.730[C])

Corequisite(s): NR.400.752[C]

NR. 401

NR.401.700. Introduction to Acute Care Fundamentals. 4 Credits.

This is the first of five didactic specialty courses for the Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) student. This course provides foundational content by introducing evidence-based practice emphasizing the integration of theory, comprehensive assessment, and advanced technological therapies for acutely and critically ill adults across the lifespan.

Prerequisite(s): NR.400.700[C] AND NR.400.701[C] AND NR.400.704[C] AND NR.400.706[C] AND NR.400.707[C]

Corequisite(s): NR.401.710[C]

NR.401.701. Advanced Practice in Acute Care I Diagnostic Reasoning. 3.5 Credits.

This is the second of five didactic specialty courses for the Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) student. This course initiates the development of diagnostic reasoning and clinical problem-solving capabilities while identifying acute care associated illnesses and disease entities with increasing severity and complexity. Content focuses on integrating pathophysiology, comprehensive assessment data, differential diagnoses while discussing a management and evaluation plan considering age, gender, sexuality, and social determinants of health within the scope of AG-ACNP practice.

Prerequisite(s): NR.401.700[C] AND NR.401.710[C]

Corequisite(s): NR.401.712[C]

NR.401.702. Advanced Practice in Acute Care II Diagnostic Reasoning. 2 Credits.

This is the third of five didactic specialty courses for the Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) student. This course advances diagnostic reasoning and clinical problem-solving capabilities while identifying specified illnesses and disease entities with increasing severity and complexity. Content focuses on integrating pathophysiology, comprehensive assessment data, differential diagnoses while prioritizing a management and evaluation plan considering age, gender, sexuality, and social determinants of health within the scope of AG-ACNP practice.

Prerequisite(s): NR.401.701[C] AND NR.401.712[C]

Corequisite(s): NR.401.713[C]

NR.401.703. Advanced Practice in Acute Care III Diagnostic Reasoning. 3 Credits.

This is the fourth of five didactic specialty courses for the Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) student. This course categorizes diagnostic reasoning and clinical problem-solving capabilities while identifying associated illnesses and disease entities with increasing severity and complexity. Content focuses on integrating pathophysiology, comprehensive assessment data, differential diagnoses while appraising a management and evaluation plan considering age, gender, sexuality, and social determinants of health within the scope of AG-ACNP practice.

Prerequisite(s): NR.401.702[C] AND NR.401.713[C]

Corequisite(s): NR.401.714[C]

NR.401.704. Advanced Practice in Acute Care IV Diagnostic Reasoning. 3 Credits.

This is the fifth of five didactic specialty courses for the Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) student. This course formulates the development of diagnostic reasoning and clinical problem-solving capabilities while identifying acute care associated illnesses and disease entities with increasing severity and complexity. Content focuses on integrating pathophysiology, comprehensive assessment data, differential diagnoses while designing a management and evaluation plan considering age, gender, sexuality, and social determinants of health within the scope of AG-ACNP practice.

Prerequisite(s): NR.401.703[C] AND NR.401.714[C]

Corequisite(s): NR.401.715[C]

NR.401.710. Introduction to Acute Care Clinical Management. 1 Credit.

This is the first of five clinically focused specialty courses for the Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) student. This course provides foundational content for Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) students by introducing clinical skills combined with evidence-based practice emphasizing the integration of theory, comprehensive assessment, and advanced technologic therapies for acutely and critically ill adults across the lifespan during 80 hours of immersive clinical activities.

Prerequisite(s): NR.400.700[C] AND NR.400.701[C] AND NR.400.704[C] AND NR.400.706[C] AND NR.400.707[C]

Corequisite(s): NR.401.700[C]

NR.401.712. Advanced Practice in Acute Care I Clinical Management. 2 Credits.

This is the second of five clinically focused specialty courses for the Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) student that applies theoretical knowledge for acutely and critically ill adults across the lifespan. Content focuses on expanding clinical skills including comprehensive assessment, diagnostic reasoning, and implementation of a management and evaluation plan considering age, gender, sexuality, and social determinants of health within the scope of AG-ACNP practice during 160 hours of immersive clinical activities.

Prerequisite(s): NR.401.700[C] AND NR.401.710[C]

Corequisite(s): NR.401.701[C]

NR.401.713. Advanced Practice in Acute Care II Clinical Management. 2.5 Credits.

This is the third of five specialty courses for the Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) student. This course integrates theoretical knowledge with evidence-based practice for acutely and critically ill adults across the lifespan. Content focuses on advancing clinical skills including comprehensive assessment, diagnostic reasoning, and implementation of a management and evaluation plan considering age, gender, sexuality, and social determinants of health within the scope of AG-ACNP practice during 200 hours of immersive clinical activities.

Prerequisite(s): NR.401.701[C] AND NR.401.712[C]

Corequisite(s): NR.401.702[C]

NR.401.714. Advanced Practice in Acute Care III Clinical Management. 2.5 Credits.

This is the fourth of five specialty courses for the Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) student. This course coordinates theoretical knowledge with evidence-based practice for acutely and critically ill adults across the lifespan. Content focuses on analyzing clinical skills including comprehensive assessment, diagnostic reasoning, and implementation of a management and evaluation plan considering age, gender, sexuality, and social determinants of health within the scope of AG-ACNP practice during 200 hours of immersive clinical activities.

Prerequisite(s): NR.401.702[C] AND NR.401.713[C]

Corequisite(s): NR.401.703[C]

NR.401.715. Advanced Practice in Acute Care IV Clinical Management. 2.5 Credits.

This is the fifth of five specialty courses for the Adult-Gerontological Acute Care Nurse Practitioner (AG-ACNP) student. This course combines theoretical knowledge with evidence-based practice for acutely and critically ill adults across the lifespan. Content focuses on integrating clinical skills including comprehensive assessment, diagnostic reasoning, and implementation of a management and evaluation plan considering age, gender, sexuality, and social determinants of health within the scope of AG-ACNP practice. Additionally, care coordination including palliative care and end-of-life care principles will be incorporated as appropriate.

Prerequisite(s): NR.401.703[C] AND NR.401.714[C]

Corequisite(s): NR.401.704[C]

NR. 402**NR.402.701. Diagnostic Reasoning I: Wellness in Primary Care and Common Acute Health Conditions In Adult Primary Care. 3 Credits.**

This first of four sequential theory courses is designed to equip Adult-Gerontology Primary Care Nurse Practitioners with the knowledge and competency necessary to conduct a Wellness assessment and outline routine screenings for adolescents, adults and older adults. This course will also focus on assessing, diagnosing, and treating common acute conditions frequently found in ambulatory care. Students will focus on synthesizing previous course work for the application of concepts related to patient presentations in clinical encounters. By the conclusion of this course, AGPCNP students will have developed a foundational understanding and skill set for providing respectful, effective, inclusive, and equitable care to all patient in the adult population, setting the stage for advanced practice in adult primary care

Prerequisite(s): NR.400.700[C] AND NR.400.706[C]

Corequisite(s): NR.400.701[C] AND NR.400.707[C] AND NR.400.704[C]

NR.402.702. Diagnostic Reasoning II: Common Acute and Chronic Health Conditions in Adult Primary Care. 3 Credits.

This course is the second in a series of four sequential theory-based courses, for Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) students. It aims to deepen their knowledge, understanding, and clinical skills in assessing and managing common acute and episodic conditions in adolescents, adults and older adults. The course is designed to cover a broad spectrum of acute illnesses, emphasizing those affecting multiple body systems in the pediatric demographic. Upon completion, AGPCNP students will emerge with a robust and practical competency skill set to provide high-quality, compassionate, inclusive, and equitable care to children and adolescents experiencing acute and episodic health challenges.

Prerequisite(s): NR.402.701[C] AND NR.400.701[C] AND NR.400.707[C] AND NR.400.704[C]

Corequisite(s): NR.402.710[C] AND NR.400.712[C]

NR.402.703. Diagnostic Reasoning III: Clinical Management for the Adult Primary Care Nurse Practitioner: Gender/Reproductive, and Psych/Mental Health Care. 3 Credits.

This is the third of five sequential theory courses that will prepare primary care nurse practitioner students to provide primary care for adolescents, prenatal and postpartum persons and their families (FNP students only), and focus on gender and behavioral health conditions. This course provides didactic content to prepare the primary care nurse practitioner student to provide primary care to adolescents and adults (FNP and AGNP students only) experiencing acute complex health problems with an emphasis in prenatal and postpartum health (FNP students only), gender and behavioral health systems. It integrates evidence-based aspects of care that are based on age, gender, sexuality and social determinants of health. Content addresses comprehensive assessment, diagnosis, and management of acute complex health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients. Primary care nurse practitioner students focus on health care for adolescents, prenatal and postpartum health (FNP students only), and gender health populations, with particular emphasis on underserved and those from various cultures emphasizing health promotion, patient education, and disease prevention.

Prerequisite(s): NR.402.702[C] AND NR.402.710[C]

Corequisite(s): NR.402.711[C]

NR.402.704. Diagnostic Reasoning IV: Clinical Management for the Adult Primary Care Nurse Practitioner: Chronic, Complex and Multi-System Illnesses and Conditions. 3 Credits.

This course, is the fourth in a series of four sequential theory-based courses, for Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) students. It is specifically designed to enhance students' knowledge, understanding, and clinical competencies in managing chronic, complex, and multi-system conditions in adult patients, spanning from adolescence through older adult. Upon completion of this course, AGPCNP students will be equipped with advanced nursing practice skills and the necessary competencies to deliver high-quality, empathetic, equitable, inclusive, and comprehensive care to adult patients with complex and critical health conditions in a primary care setting

Prerequisite(s): NR.402.703[C] AND NR.402.711[C]

Corequisite(s): NR.402.712[C]

NR.402.710. Clinical Management I: Adult-Gerontology Primary Care Nurse Practitioner. 2.5 Credits.

This course is the first of five clinical management courses that build upon the knowledge and foundational concepts developed in previous courses. Students will engage in Clinical Immersive Learning by applying the Nursing Process to demonstrate practice application, emphasizing population specific encounters. This course emphasizes achieving independent practice of Assessment skills (history and physical exam) and developing competency in the Diagnostic process, Planning, Implementation and Evaluation of care for adult patients. This course contains 16 hours of clinical per week and up to 20 hours of indirect study over the course of the semester for a total of 200 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competency care of adult patients, interpersonal communication and integration of both: critical and reflective thinking of an advanced practice nursing provider.

Prerequisite(s): NR.402.701[C]

Corequisite(s): NR.402.702[C]

NR.402.711. Clinical Management II: Adult-Gerontology Primary Care Nurse Practitioner. 2.5 Credits.

This course is the second of five clinical management courses that build upon the knowledge and foundational concepts developed in previous courses. Students will engage in Clinical Immersive Learning by applying the Nursing Process to demonstrate practice application, emphasizing population-specific encounters. This course emphasizes continued independent practice of Assessment skills (history and physical exam) and developing independence in the Diagnostic process (synthesizing information and developing differential diagnoses). Additional focus will be on developing Planning, Implementation and Evaluation skills. This course contains up to 16 hours of clinical per week and up to 20 hours of indirect study over the course of the semester for a total of 160 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competency care of adult patients, interpersonal communication and integration of both: critical and reflective thinking of an advanced practice nursing provider.

Prerequisite(s): NR.402.702[C] AND NR.402.710[C]

Corequisite(s): NR.402.703[C]

NR.402.712. Clinical Management III: Adult-Gerontology Primary Care Nurse Practitioner. 2 Credits.

This course is the third of five clinical management courses that build upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive learning by applying the Nursing Process to demonstrate practice application, emphasizing population-specific pediatric encounters. This course emphasizes developing independent practice in Assessment skills, (history and physical exam), the Diagnostic process, and in Planning pediatric healthcare. While continually developing competency in Implementation and Evaluation. This course contains a total of 160 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competent care of pediatric patients, interpersonal communication, and integration of both: critical and reflective thinking of an advanced practice nursing provider

Prerequisite(s): NR.402.703[C] AND NR.402.711[C]

Corequisite(s): NR.402.704[C]

NR.402.713. Clinical Management IV: Adult-Gerontology Primary Care Nurse Practitioner. 2.5 Credits.

This course is the fourth of five clinical management courses that build upon the clinical knowledge and foundational concepts developed. Students will engage in Clinical Immersive Learning by applying the Nursing Process to demonstrate practice application, emphasizing population-specific encounters. This course emphasizes achieving independent practice of Assessment skills (history and physical exam), the Diagnostic process (synthesizing information and developing differential diagnoses), Planning, and Implementing the adult healthcare plan while continually developing competency in Evaluation. This course contains up to 16 hours of clinical per week and up to 20 hours of indirect study over the course of the semester for a total of 160 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competency care of adult patients, interpersonal communication and integration of both: critical and reflective thinking of an advanced practice nursing provider.

Prerequisite(s): NR.402.704[C] NR.402.712[C]

NR.402.714. Clinical Management V: Adult-Gerontology Primary Care Nurse Practitioner. 2.5 Credits.

This course is the fifth of five clinical management courses that build upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive learning by applying the Nursing Process to demonstrate practice application, emphasizing population-specific adult encounters. This course emphasizes attaining independent practice competency in Assessment skills, (history and physical exam), the Diagnostic process, Planning, and Implementation, and Evaluation of adult healthcare. This course contains a total of 240 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competent care of pediatric patients, interpersonal communication, and integration of both: critical and reflective thinking of an advanced practice nursing provider.?

Prerequisite(s): NR.402.713[C]

NR.403**NR.403.700. Diagnostic Reasoning I: Wellness in Primary Care and Common Acute Health Conditions Across the Lifespan. 3 Credits.**

This course is the first of four sequential theory courses designed to equip the Family Nurse Practitioner (FNP) student with the knowledge and competency necessary for delivering exemplary holistic primary care across the lifespan. It emphasizes growth and developmental surveillance, wellness promotion, and the management of common acute health conditions. By the conclusion of this course,?students will have developed a foundational understanding and skill set for providing respectful, effective, inclusive, and equitable care to patients, setting the stage for advanced practice in across the lifespan primary care.??

Prerequisite(s): NR.400.700[C] AND NR.400.706[C]

NR.403.701. Diagnostic Reasoning II: Common Acute and Chronic Health Conditions Across the Lifespan. 3 Credits.

This course is the second in a series of four sequential theory-based courses, for Family Nurse Practitioner (FNP) students. It aims to deepen their knowledge, understanding, and clinical skills in assessing and managing common acute and chronic conditions across the lifespan. The course is designed to cover a broad spectrum of conditions and illnesses, emphasizing those affecting single and multiple body systems in this demographic. Upon completion,?students will emerge with a robust and practical competency skill set to provide high-quality, compassionate, inclusive, and equitable care to patients across the lifespan experiencing acute and chronic health challenges and conditions.?

Prerequisite(s): NR.403.700[C]

NR.403.702. Diagnostic Reasoning III: Psych Mental Health, Gender Specific/Reproductive, and Healthcare Conditions Across the Lifespan. 3 Credits.

This course is the third of four sequential theory courses designed to equip the Family Nurse Practitioner (FNP) student with the knowledge and competency necessary for delivering exemplary holistic primary care across the lifespan. It emphasizes wellness promotion, gender/reproductive health, psychiatric/mental health, and the management of associated health conditions. By the conclusion of this course, students will have developed a foundational understanding and skill set for providing respectful, effective, inclusive, and equitable care to patients, setting the stage for advanced practice in the healthcare setting.??

Prerequisite(s): NR.403.701[C] AND NR.403.709[C]

NR.403.703. Diagnostic Reasoning IV: Complex, Chronic Multi-Symptom, and Special Population Health Across the Lifespan. 3 Credits.

This course is the fourth in a series of four sequential theory-based courses, for Family Nurse Practitioner (FNP) students. It is specifically designed to build upon and enhance students' knowledge, understanding, and clinical competencies in managing complex, chronic, multi-system, and special conditions across the lifespan. Upon completion of this course, students will be equipped with advanced nursing practice skills and the necessary competencies to deliver high-quality, empathetic, equitable, inclusive, and comprehensive care to patients in the healthcare care setting.?

Prerequisite(s): NR.403.702[C] AND NR.403.710[C]

NR.403.709. Clinical Management I-Family Nurse Practitioner. 2.5 Credits.

This course is the first of five clinical immersive learning experiences for the FNP student that build upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive Learning by applying the nursing process to demonstrate practice application, emphasizing encounters across the lifespan. This course emphasizes developing independent practice in assessment skills (history and physical exam) and developing competency in the diagnostic process. While continually developing competency in planning, implementation, and evaluation. This course contains a total of 200 clinical practicum hours, which are required to progress to the next course. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competent care, interpersonal communication, and integration of both critical and reflective thinking of an advanced practice nurse.?This course includes an immersion learning experience.?

Prerequisite(s): NR.400.704[C] AND NR.400.701[C] AND NR.400.707[C] AND NR.400.710[C] AND NR.403.700[C]

Corequisite(s): NR.403.701[C]

NR.403.710. Clinical Management II-Family Nurse Practitioner. 2.5 Credits.

This course is the second of five clinical immersive learning experiences for the FNP that build upon the clinical knowledge and foundational concepts previously developed. Students will engage in clinical immersive learning by applying the nursing process to demonstrate practice application, emphasizing encounters across the lifespan. This course emphasizes developing independent practice in assessment skills (history and physical exam) and in the diagnostic process. While continually developing competency in planning, implementation, and evaluation. This course contains a total of 200 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competent care, interpersonal communication, and integration of both critical and reflective thinking of an advanced practice nurse. This course includes a virtual immersion learning experience.??

Prerequisite(s): NR.402.702[C] AND NR.403.709[C]

Corequisite(s): NR.403.702[C]

NR.403.711. Clinical Management III-Family Nurse Practitioner. 2 Credits.

This course is the third of five clinical immersive learning experiences for the FNP that build upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive learning by applying the nursing process to demonstrate practice application, emphasizing population-specific encounters. This course emphasizes developing independent practice in assessment skills (history and physical exam) and diagnostic processes across the lifespan. While continually developing competency in planning, implementation, and evaluation. This course contains a total of 160 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competent care, interpersonal communication, and integration of both critical and reflective thinking of an advanced practice nurse. This course includes an onsite immersion learning experience.

Prerequisite(s): NR.402.703[C] AND NR.403.702[C] AND NR.403.710[C]

Corequisite(s): NR.403.703[C]

NR.403.712. Clinical Management IV-Family Nurse Practitioner. 2.5 Credits.

This course is the fourth of five clinical immersive learning experiences for the FNP that are built upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive learning by applying the nursing process to demonstrate practice application, emphasizing population-specific pediatric encounters. This course emphasizes developing independent practice in assessment skills (history and physical exam) and the diagnostic process across the lifespan. While continually developing competency in planning, implementation, and evaluation. This course contains a total of 200 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competent care of patients, interpersonal communication, and integration of both critical and reflective thinking of an advanced practice nurse. This course includes a virtual immersion learning experience.

Prerequisite(s): NR.402.704[C] AND NR.403.711[C] AND NR.403.703[C]

NR.403.713. Clinical Management V-Family Nurse Practitioner. 2.5 Credits.

This course is the fifth of five clinical immersive learning experiences that build upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive learning by applying the nursing process to demonstrate practice application, emphasizing population-specific encounters. This course emphasizes attaining independent practice competency in assessment skills (history and physical exam) and the diagnostic process across the lifespan. While continually developing competency in planning, implementation, and evaluation. This course contains a total of 200 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competent care of patients, interpersonal communication, and integration of both critical and reflective thinking of an advanced practice nurse.??This course includes a virtual immersion learning experience.

Prerequisite(s): NR.402.704[C] AND NR.403.712[C]

NR.404

NR.404.702. Introduction to Anesthesia Equipment and Technology. 2 Credits.

This course introduces students to equipment and technology used in anesthesia practice with an emphasis on patient safety. Simulation is incorporated in this course.

Prerequisite(s): NR.210.670[C] AND NR.404.729[C]

NR.404.703. Advanced Physiology for Nurse Anesthesiology. 4 Credits.

This course will provide an in-depth focus on human physiology, which is essential for the practice of nurse anesthesiology. Topics are covered at molecular, cellular, tissue, organ, and system levels. Also covered in this course are physiologic differences related to culture, gender, race, age, and genetics across the lifespan. The content of this course will serve as the foundation for advanced clinical assessment, advanced pathophysiology, clinical decision-making, and management.

Prerequisite(s): NR.210.670[C] AND NR.404.729[C]

NR.404.704. Advanced Pathophysiology for Nurse Anesthesiology. 4 Credits.

This course will discuss pathophysiology relevant to anesthesia practice and will build upon principles learned in advanced physiology. The course will focus on the relationship or pathophysiology to anesthesia assessment, planning, decision-making and management. Evidence-based practice resulting from relevant research will be incorporated to develop a plan for anesthesia care based on pathophysiological alterations across the lifespan and in special patient populations. Students will utilize this information to build a foundation for anesthetic clinical reasoning.

Prerequisite(s): NR.404.705[C] AND NR.404.703[C]

NR.404.705. Advanced Clinical Pharmacology for Nurse Anesthesiology I. 3 Credits.

This course provides an in-depth foundation of advanced pharmacology principles and their application to anesthesia care across the lifespan. The course builds on the registered nurse's pharmacology knowledge base through in depth explorations of pharmacodynamic (e.g., dose-response, drug-receptor, adverse effects) and pharmacokinetic (e.g., absorption, distribution, metabolism, excretion) principles to advance the student's knowledge and understanding of medications known to affect the pharmacotherapeutics of anesthesia care. Principles of rational, evidenced-based pharmacotherapeutics, including: pharmacologic, physiologic, pathophysiological, lifespan, cultural, genetic and genomic, economic, ethical, legal and social considerations, and the influence of these factors on safe anesthesia care is presented. Completion of this course will enable students to identify and consider the impact of medications used for commonly encountered clinical conditions in order to provide rational and responsible anesthesia care to patients

NR.404.706. Advanced Clinical Pharmacology for Nurse Anesthesiology II. 3 Credits.

This course is designed to provide an in-depth foundation of advanced pharmacology principles and their application to anesthesia across the lifespan, including special populations. The course provides detailed explorations of the uptake, distribution, biotransformation, and elimination of currently used clinical anesthesia pharmacotherapeutics. Pharmacogenetic disorders with specific anesthesia implications are examined. Various agents affecting the autonomic nervous system are detailed.?

Prerequisite(s): NR.404.703[C] AND NR.404.705[C]

NR.404.707. Nurse Anesthesiology Principles I. 2 Credits.

The focus of this course is the development of foundational knowledge to deliver safe, effective anesthesia care across the lifespan. Emphasis will be placed on preanesthesia assessment, evaluation, and preparation (patient and anesthetizing area); formulation and evaluation of anesthesia plans; communication and documentation; patient positioning; anesthesia techniques and complications; and pain theory/pain management (acute, chronic); postanesthesia care/respiratory therapy. Relevant literature related to evidence-based best practices will be reviewed. Simulation will be incorporated in the course.?

Prerequisite(s): NR.404.702

NR.404.708. Nurse Anesthesiology Principles II. 3 Credits.

The second of four anesthesia principles courses, this course builds on foundational knowledge to provide safe, evidence-based anesthesia to patients undergoing common procedures. Anesthesia considerations of special populations of patients (geriatric and obese), POCUS, and regional anesthesia will be discussed to include anatomy, physiology, pathophysiology, pharmacology, anesthetic techniques, and management of complications. Relevant literature related to evidence-based best practices will be reviewed. Simulation will be incorporated in the course.

Prerequisite(s): NR.404.707[C] OR NR.210.675[C]

NR.404.709. Nurse Anesthesiology Principles III. 2 Credits.

The third of four anesthesia principles courses, this course builds on foundational knowledge to provide safe, evidence-based anesthesia to special populations (pediatrics and obstetrics) and/or for specialty cases (burn, trauma, transplant, and vascular). Anatomy, physiology, pathophysiology, pharmacology, anesthetic techniques, and management of complications will be discussed. Relevant literature related to evidence-based best practices will be reviewed. Simulation will be incorporated in the course.?

Prerequisite(s): NR.404.708[C] AND NR.404.720[C]

NR.404.710. Nurse Anesthesiology Principles IV. 3 Credits.

This course is the final nurse anesthesiology principles course and builds upon knowledge gained in the first three principles courses. Course content encompasses anesthesia for specialty advanced surgical procedures (thoracic, cardiac, and neurological). Relevant literature related to evidence-based best practices will be reviewed. This course provides students with the foundation to provide safe evidence-based anesthesia for patients undergoing specialty procedures. Simulation will be incorporated in the course.?

Prerequisite(s): NR.404.709[C] AND NR.404.723[C]

NR.404.711. Seminars in Nurse Anesthesiology I. 3 Credits.

The first in a series of two (2) clinical correlation courses, this course will allow students to integrate theoretical knowledge into clinical practice and develop critical thinking skills necessary for the national certification exam and entry-level nurse anesthesiology practice. Students will critically analyze, synthesize, and evaluate the knowledge gained in all previous nurse anesthesiology courses and clinical residencies through review of clinical case experiences and/or evidence-based anesthesiology literature. This course reviews comprehensive topics encountered on the National Certification Examination (NCE) and the NBCRNA Self Evaluation Exam will be taken during this course.

Prerequisite(s): NR.404.710[C] AND NR.404.724[C]

NR.404.712. Seminars in Nurse Anesthesiology II. 4 Credits.

The final clinical correlation course will allow students to continue to integrate theoretical knowledge into clinical practice and develop critical thinking skills necessary for the national certification and entry-level nurse anesthesiology practice. Students will critically analyze, synthesize, and evaluate the knowledge gained in all previous nurse anesthesiology courses and clinical residencies through review of clinical case experiences and/or evidence-based anesthesiology articles. This course reviews comprehensive topics encountered on the National Certification Examination (NCE).

Prerequisite(s): NR.404.725[C] AND NR.404.711[C] OR NR.210.684[C]

Corequisite(s): NR.404.727[C]

NR.404.713. Professional Aspects of Nurse Anesthesiology Practice. 2 Credits.

This course examines the professional role development of nurse anesthesiologists and provides a comprehensive description of the nurse anesthesiology profession. Course content focuses on components of professional practice to improve health care including history, advocacy, patient-centered care/cultural competence, regulation, business, wellness, substance use disorder, information systems/technology, and legal aspects.

Prerequisite(s): NR.404.725[C] AND NR.404.711[C]

NR.404.720. Clinical Residency I. 2 Credits.

This is the first of eight (8) clinical residency courses. Applications of perianesthesia concepts are integrated throughout the clinical experience. Patient safety and vigilance, pre-operative evaluation, comprehensive equipment check, and prevention of iatrogenic anesthesia complications are emphasized. Experiential learning reflects upon the construction of care plans and application of skills and knowledge taught in didactic portion of the curriculum.

Prerequisite(s): NR.404.707[C] AND NR.404.706[C] AND NR.404.704[C]

NR.404.721. Clinical Residency II. 3 Credits.

This is the second in a series of eight (8) courses. This course builds upon the clinical knowledge and foundational concepts developed in Clinical Residency I and in-hospital experiences. Applications of clinical concepts specific to pain management, regional anesthesia and difficult airway strategies are explored through simulation and patient care. Students begin to incorporate evidence-based research practices and an emphasis is placed on patient safety and vigilance, culturally competent care of the patient throughout the peri-anesthesia continuum, interpersonal communication, and integration of critical and reflective thinking of an anesthesia provider.

Prerequisite(s): NR.404.720[C] AND NR.404.708[C]

NR.404.722. Clinical Residency III. 0.5 Credits.

This is the third in a series of eight (8) courses. This course builds upon the clinical knowledge and foundational concepts developed in Clinical Residency I and II and in-hospital experiences. Applications of clinical concepts specific to regional anesthesia and pain management are explored through patient care. Students begin to incorporate evidence-based research practices and an emphasis is placed on patient safety and vigilance, culturally competent care of the patient throughout the peri-anesthesia continuum, interpersonal communication and integration of critical and reflective thinking of an anesthesia provider.

Prerequisite(s): NR.404.721[C] AND NR.404.709[C]

NR.404.723. Clinical Residency IV. 3.5 Credits.

This is the fourth in a series of eight (8) courses. This course builds upon the clinical knowledge and foundational concepts developed in Clinical Residency I, II, and III. Students improve clinical competency and apply critical thinking skills and best practices in the synthesis and correlation of didactic information to the clinical practice of nurse anesthesiology. Students develop and implement anesthesia management plans for all patient populations based on best evidence. Clinical experiences focus on anesthesia care of complex patients across the lifespan undergoing elective and emergency surgical and diagnostic procedures. An emphasis is placed on patient safety and vigilance, culturally competent care of the patient throughout the peri-anesthesia continuum, interpersonal communication, and integration of critical and reflective thinking of an anesthesia provider.

Prerequisite(s): NR.404.722[C]

NR.404.724. Clinical Residency V. 4 Credits.

This is the fifth in a series of eight (8) courses. This course builds upon the clinical knowledge and foundational concepts developed in Clinical Residencies I-IV. Students continue to increase clinical competency and apply critical thinking skills and best practices in the synthesis and correlation of didactic information to the clinical practice of nurse anesthesiology. Students develop and implement anesthesia management plans for all patient populations based on best evidence. Clinical experiences focus on anesthesia care of complex patients across the lifespan undergoing elective and emergency surgical and diagnostic procedures. An emphasis is placed on patient safety and vigilance, culturally competent care of the patient throughout the peri-anesthesia continuum, interpersonal communication, and integration of critical and reflective thinking of an anesthesia provider.

Prerequisite(s): NR.404.723[C]

NR.404.725. Clinical Residency VI. 4 Credits.

This is the sixth in a series of eight (8) courses. This course builds upon the clinical knowledge and foundational concepts developed in Clinical Residencies I-V. Students will demonstrate proficiency in the application of critical thinking skills and best practices in the synthesis and correlation of didactic information to the clinical practice of nurse anesthesiology. Students develop and implement anesthesia management plans for all patient populations based on best evidence. Clinical experiences focus on anesthesia care of complex patients across the lifespan undergoing elective and emergency surgical and diagnostic procedures. An emphasis is placed on patient safety and vigilance, culturally competent care of the patient throughout the peri-anesthesia continuum, interpersonal communication, and integration of critical and reflective thinking of an anesthesia provider.

Prerequisite(s): NR.404.724[C] AND NR.404.710[C]

NR.404.726. Clinical Residency VII. 0.5 Credits.

This is the seventh in a series of eight (8) courses. This course builds upon the clinical knowledge and foundational concepts developed in Clinical Residencies I-VI. Students will improve proficiency in the application of critical thinking skills and best practices in the synthesis and correlation of didactic information to the clinical practice of nurse anesthesia, mirroring that of an entry-level CRNA. Students develop and implement anesthesia management plans for all patient populations based on best evidence. Clinical experiences focus on advanced anesthesia care of complex patients across the lifespan undergoing elective and emergency surgical and diagnostic procedures. An emphasis is placed on patient safety and vigilance, culturally competent care of the patient throughout the peri-anesthesia continuum, interpersonal communication, and integration of critical and reflective thinking of an anesthesia provider.

Prerequisite(s): NR.404.725[C] AND NR.404.711[C]

NR.404.727. Clinical Residency VIII. 3.5 Credits.

This is the final clinical residency course. This course builds upon the clinical knowledge and foundational concepts developed in Clinical Residencies I-VII. Students are expected to become expert in the application of critical thinking skills and best practices in the synthesis and correlation of didactic information to the clinical practice of nurse anesthesia, mirroring that of an entry-level CRNA. Students develop and implement anesthesia management plans for all patient populations based on best evidence. Clinical experiences focus on anesthesia care of complex patients across the lifespan undergoing elective and emergency surgical and diagnostic procedures. An emphasis is placed on patient safety and vigilance, culturally competent care of the patient throughout the peri-anesthesia continuum, interpersonal communication, and integration of critical and reflective thinking of an anesthesia provider.

Prerequisite(s): NR.404.726[C]

NR.404.729. Advanced Health Assessment and Measurement for Nurse Anesthesiology. 3 Credits.

This course will build upon the health assessment skills developed in the basic nursing educational program. In this course, students will attain advanced knowledge and skills in history taking and biopsychosocial and cultural health assessments across the lifespan. Students will actively participate in simulation experiences utilizing a systems approach that focuses on the preanesthesia assessment of clients and the presentation of normal and abnormal comprehensive health history and head to toe physical exam findings in diverse populations.

NR.404.730. Scholarly Project Advancement for Nurse Anesthesiology. 2 Credits.

This is the second of four scholarly project courses. This course focuses on the development of the comprehensive plan for the DNP Scholarly Project. The student develops the plan to ensure translation of the evidence in addressing a significant clinical problem. The student develops the full application for submission to the Institutional Review Board/Ethics Committee.

Prerequisite(s): NR.400.740[C] AND NR.400.742[C] AND NR.404.721[C] AND NR.404.709[C] AND NR.404.722[C]

NR.404.732. Scholarly Project Application for Nurse Anesthesiology. 1 Credit.

This is the third of four scholarly project courses. This course fosters the student's development of requisite skills including project implementation and management of tasks, time, and resources. In this course, the student implements the Johns Hopkins School of Nursing (JHSON) Project Ethical Review Committee (PERC) and externally-approved project during the semester. The student will evaluate and analyze the progress of the project implementation plan and demonstrate leadership, communication, and collaboration strategies.

Prerequisite(s): NR.404.730[C] AND NR.404.723[C]

NR.404.734. Scholarly Project Evaluation and Dissemination for Nurse Anesthesiology. 1 Credit.

This is the fourth of four scholarly project courses. This course culminates in an evaluation of the outcomes, process, and/or experience of the DNP Scholarly Project. Students finalize the scholarly written and oral reports to disseminate and integrate the DNP Scholarly Project results to improve health and transform healthcare.

Prerequisite(s): NR.404.732[C] AND NR.404.724[C] AND NR.404.710[C]

NR.404.740. Scholarly Problem Discovery for Nurse Anesthesiology. 2.5 Credits.

This is the first in the series of four courses culminating in the DNP Scholarly Project. The purpose of this course is to identify an important practice issue or problem, define the scope and significance of the practice issue, and craft a high-impact problem statement that will contribute to the systematic transformation of health care.

Prerequisite(s): NR.404.708[C] AND NR.404.720[C]

NR.404.742. Scholarly Problem Discovery Practicum for Nurse Anesthesiology. 0.5 Credits.

This course provides the integrative practice experience necessary for clinical scholarship. The 40 hours of practicum experience complements the foundational advanced nursing practice experience to identify, develop, implement, evaluate, and disseminate the DNP Scholarly Project and Essentials of Professional Practice.

Prerequisite(s): NR.404.708[C] AND NR.404.720[C]

NR.404.744. Inquiry for Scholarly Practice for Nurse Anesthesiology. 3 Credits.

The course will examine the conceptualization, definition, theoretical rationale and methods for identifying and assessing evidence to support the practice issue or problem. The course will examine literature review methodologies and summary of findings. The course will introduce the student to the essentials of scholarly writing and the logical presentation of ideas and apply these essential skills to an important practice issue or problem.

Prerequisite(s): NR.404.708[C] AND NR.404.720[C]

NR.405

NR.405.700. Diagnostic Reasoning I- Newborn and Young Child: Wellness, Nutrition, and Developmental Surveillance in Pediatric Primary Care. 3 Credits.

This course is the first of four sequential theory courses designed to equip the Pediatric Nurse Practitioner (PNP) student with the knowledge and competency necessary for delivering exemplary holistic primary care to the newborn and young child population. It emphasizes growth and developmental surveillance, wellness promotion, and the management of common health conditions in this specific age group. By the conclusion of this course, PNP students will have developed a foundational understanding and skill set for providing respectful, effective, inclusive, and equitable care to the youngest patients, setting the stage for advanced practice in pediatric primary care

Prerequisite(s): NR.400.706[C] AND NR.400.700[C]

Corequisite(s): NR.400.707[C] AND NR.400.701[C] AND NR.400.710[C]

NR.405.701. Diagnostic Reasoning II- Common Acute Health Conditions in Pediatric Primary Care. 3 Credits.

This course is the second in a series of four sequential theory-based courses, for Pediatric Nurse Practitioner (PNP) students. It aims to deepen their knowledge, understanding, and clinical skills in assessing wellness, and managing common acute and episodic conditions throughout childhood and adolescence. The course is designed to cover a broad spectrum of acute illnesses, emphasizing those affecting multiple body systems in the pediatric demographic. Upon completion, PNP students will emerge with a robust and practical competency skill set to provide high-quality, compassionate, inclusive, and equitable care to children and adolescents experiencing acute and episodic health challenges.

Prerequisite(s): NR.405.700[C] AND NR.400.707[C] AND NR.400.701[C] AND NR.400.710[C]

Corequisite(s): NR.405.710[C]

NR.405.702. Diagnostic Reasoning III- Children and Adolescents: Wellness, Behavioral/Mental Health, and Gender/Reproductive Health in Pediatric Primary Care. 3 Credits.

This course is the third of four sequential theory courses designed to equip the Pediatric Nurse Practitioner (PNP) student with the knowledge and competency necessary for delivering exemplary holistic primary care to children and adolescents. It emphasizes wellness surveillance and promotion, gender/reproductive health, behavioral/mental health, and the management of associated health conditions in pediatric primary care. By the conclusion of this course, PNP students will have developed a foundational understanding and skill set for providing respectful, effective, inclusive, and equitable care to patients, setting the stage for advanced practice in pediatric primary care.

Prerequisite(s): NR.405.701[C] AND NR.405.710[C]

Corequisite(s): NR.405.711[C]

NR.405.703. Diagnostic Reasoning IV- Chronic, Complex, and Multi-System Illnesses in Pediatric Primary Care. 3 Credits.

This course is the fourth in a series of four sequential theory-based courses, for Pediatric Nurse Practitioner (PNP) students. It is specifically designed to enhance students' knowledge, understanding, and clinical competencies in managing chronic, complex, and multi-system conditions in pediatric patients, spanning from infancy through adolescence. Upon completion of this course, PNP students will be equipped with advanced nursing practice skills and the necessary competencies to deliver high-quality, empathetic, equitable, inclusive, and comprehensive care to pediatric patients with complex and critical health conditions in a primary care setting

Prerequisite(s): NR.405.702[C] AND NR.405.711[C]

Corequisite(s): NR.405.712[C]

NR.405.710. Clinical Management I: Pediatric Nurse Practitioner. 1.5 Credits.

This course is the first of five clinical immersive learning experiences that build upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive learning by applying the Nursing Process to demonstrate practice application, emphasizing population-specific pediatric encounters. This course emphasizes developing independent practice in Assessment skills, (history and physical exam) and in the Diagnostic process. While continually developing competency in Planning, Implementation, and Evaluation. This course contains a total of 120 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competent care of pediatric patients, interpersonal communication, and integration of both: critical and reflective thinking of an advanced practice nursing provider.

Prerequisite(s): NR.400.710[C] AND NR.400.707[C] AND NR.400.701[C] AND NR.405.700[C]

NR.405.711. Clinical Management II: Pediatric Nurse Practitioner. 2 Credits.

This course is the second of five clinical immersive learning experiences that build upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive learning by applying the Nursing Process to demonstrate practice application, emphasizing population-specific pediatric encounters. This course emphasizes developing independent practice in Assessment skills, (history and physical exam) and in the Diagnostic process. While continually developing competency in Planning, Implementation, and Evaluation. This course contains a total of 160 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competent care of pediatric patients, interpersonal communication, and integration of both: critical and reflective thinking of an advanced practice nursing provider.??

Prerequisite(s): NR.405.701[C] AND NR.405.710[C]

Corequisite(s): NR.405.702[C]

NR.405.712. Clinical Management III: Pediatric Nurse Practitioner. 2 Credits.

This course is the third of five clinical immersive learning experiences that build upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive learning by applying the Nursing Process to demonstrate practice application, emphasizing population-specific pediatric encounters. This course emphasizes developing independent practice in Assessment skills, (history and physical exam), the Diagnostic process, and in Planning pediatric healthcare. While continually developing competency in Implementation and Evaluation. This course contains a total of 160 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competent care of pediatric patients, interpersonal communication, and integration of both: critical and reflective thinking of an advanced practice nursing provider

Prerequisite(s): NR.405.702[C] AND NR.405.711[C]

Corequisite(s): NR.405.703[C]

NR.405.713. Clinical Management IV: Pediatric Nurse Practitioner. 2.5 Credits.

This course is the fourth of five clinical immersive learning experiences that build upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive learning by applying the Nursing Process to demonstrate practice application, emphasizing population-specific pediatric encounters. This course emphasizes developing independent practice in Assessment skills, (history and physical exam), the Diagnostic process, Planning, and Implementation of pediatric healthcare. While continually developing competency in Evaluation. This course contains a total of 200 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competent care of pediatric patients, interpersonal communication, and integration of both: critical and reflective thinking of an advanced practice nursing provider.??

Prerequisite(s): NR.405.703[C] AND NR.405.712[C]

NR.405.714. Clinical Management V: Pediatric Nurse Practitioner. 2.5 Credits.

This course is the fifth of five clinical immersive learning experiences that build upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive learning by applying the Nursing Process to demonstrate practice application, emphasizing population-specific pediatric encounters. This course emphasizes attaining independent practice competency in Assessment skills, (history and physical exam), the Diagnostic process, Planning, and Implementation, and Evaluation of pediatric healthcare. This course contains a total of 200 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competent care of pediatric patients, interpersonal communication, and integration of both: critical and reflective thinking of an advanced practice nursing provider.??

Prerequisite(s): NR.405.703[C] AND NR.405.713[C]

NR.405.720. Advanced Topics for the Acute Care Pediatric Nurse Practitioner I. 3 Credits.

This course is the first of two pediatric acute care courses that prepares the acute care pediatric nurse practitioner to provide comprehensive care to pediatric patients with complex acute, critical, and chronic conditions across a variety of acute care settings. Course objectives address comprehensive assessment, diagnosis, and management through a systems-based approach.

Prerequisite(s): NR.405.703[C] AND NR.405.722[C]

NR.405.721. Advanced Topics for the Acute Care Pediatric Nurse Practitioner II. 3 Credits.

This course is the second of two pediatric acute care courses that prepares the acute care pediatric nurse practitioner to provide comprehensive care to pediatric patients with?complex acute, critical, and chronic conditions across a variety of acute care settings. Course objectives address comprehensive assessment, diagnosis, and management through a systems-based approach.??

Prerequisite(s): NR.405.720[C] AND NR.405.723[C]

NR.405.722. Pediatric Acute Care Practicum I. 1.5 Credits.

This course is the first of three clinical immersive learning experiences that build upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive learning by applying the Nursing Process to demonstrate practice application, emphasizing care of pediatric patients with acute, critical and chronic healthcare conditions. This course contains a total of 120 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competent care of pediatric patients, interpersonal communication, and integration of both critical and reflective thinking of an advanced practice nurse.

Prerequisite(s): NR.405.703[C] AND NR.405.712[C]

NR.405.723. Pediatric Acute Care Practicum II. 2.5 Credits.

This course is the second of three clinical immersive learning experiences that build upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive learning by applying the Nursing Process to demonstrate practice application, emphasizing care of pediatric patients with acute, critical and chronic healthcare conditions. This course contains a total of 200 clinical practicum hours, which are required to progress to the next course in this series. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competent care of pediatric patients, interpersonal communication, and integration of both critical and reflective thinking of an advanced practice nurse.

Prerequisite(s): NR.405.722[C]

NR.405.724. Pediatric Acute Care Practicum III. 2.5 Credits.

This is the third clinical practicum course builds upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive learning by applying the Nursing Process to demonstrate practice application in the care of pediatric patients with complex acute, critical and chronic health conditions. This course emphasizes attaining independent practice competency in Assessment skills, the Diagnostic process, Planning, and Implementation, and Evaluation of pediatric healthcare. This course contains a total of 200 clinical practicum hours. Course content includes the evolution of professional identity, emphasizing patient safety, culturally competent care of pediatric patients, interpersonal communication, and integration of both critical and reflective thinking of an advanced practice nursing provider.?? ?

Prerequisite(s): NR.405.720[C] AND NR.405.723[C]

NR.406

NR.406.700. Introduction to Psychiatric Mental Health Nurse Practitioner Practice Interview Techniques. 2 Credits.

This course introduces core competencies required for advanced clinical practice for Psychiatry and Mental Health Nursing (PMHN). The courses focus on the roles, safety, scope of practice, and decision-making practices. Students will learn essential skills for individual safety and deliver optimal care decisions for patients, as well as demonstrate leadership in the field of psychiatric and mental health nursing. The course also addresses the significance of collaborative practice and professionalism in PMHNP roles. Additionally, students will gain insights into the professional responsibilities, leadership skills, and regulatory aspects associated with the PMHNP role, enabling them to transition successfully into the profession and contribute effectively to mental health care.

NR.406.703. Diagnostic Skills for Psychiatric and Mental Health Advanced Practice Nursing. 1 Credit.

This course provides theoretical knowledge and emphasizes skills necessary to provide selected advanced practice nursing interventions utilized in the evaluation and management of psychiatric and mental health patients. This course introduces evaluation, selection, interpretation, and application of diagnostic testing and evaluation techniques. Evidence-based clinical reasoning and decision-making techniques are presented for skills acquisition and demonstration of competency.

NR.406.706. Neurobiology of Mental Disorders. 1 Credit.

Building on fundamental knowledge of anatomy, physiology, and pathophysiology, this course focuses on major mental disorders across the lifespan. Various factors underlying the causality of these disorders including developmental, genetic, injury, trauma, infection, and degeneration are explored. Complex networks necessary for maintaining homeostasis within the brain and between the brain and body will be examined in relation to these disorders. This course lays the groundwork for advanced practice nurses caring for individuals with mental disorders including substance use disorders.

Corequisite(s): NR.406.708[C] AND NR.406.710[C] AND NR.406.712[C]

NR.406.708. Clinical Psychopharmacology. 2 Credits.

This course provides an overview of psychopharmacology principles and uses evidence-based best practice guidelines for the treatment of psychiatric disorders encountered across the lifespan. A case-based approach is used to understand neuropharmacological mechanisms, risks, benefits and outcomes of commonly used psychotropic medications while considering the DSM diagnostic and symptom descriptions.

Prerequisite(s): NR.400.707[C]

Corequisite(s): NR.406.706[C] AND NR.406.710[C] AND NR.406.712[C]

NR.406.710. Differential Diagnosis of Mental Disorders. 3 Credits.

This course uses a vignette-based approach to learning differential psychiatric diagnosis. Students will develop advanced skills for the differential diagnosis of mental disorders, including observational and interviewing skills and the use and interpretation of screening tools, laboratory tests and other assessments. Students will utilize the most current edition of the Diagnostic and Statistical Manual for Mental Disorders (DSM) and other appropriate nosologies for reaching a diagnosis and conceptualizing a psychiatric formulation.

Corequisite(s): NR.406.706[C] AND NR.406.708[C] AND NR.406.712[C]

NR.406.712. Psychotherapeutic Frameworks and Modalities. 2 Credits.

This course provides an overview of major concepts, theories, and research related to psychotherapeutic treatments for mental disorders across the lifespan. Emphasis is placed on the integration of two content areas: 1) psychotherapeutic case formulation, intervention and evaluation, and 2) the application of evidence-based brief psychotherapies. Brief Cognitive Behavioral Therapies and Motivational Interviewing will be examined in detail through case-based learning

Corequisite(s): NR.406.706[C] AND NR.406.708[C] AND NR.406.710[C]

NR.406.714. Diagnostic Reasoning I: Psychiatric Mental Health Nurse Practitioner: Adult/Gero. 1 Credit.

This is the first of four specialty courses that introduces didactic foundational skills combined with evidence-based practice emphasizing the integration of theory, and comprehensive assessment. This course provides comprehensive instruction in the diagnosis and management of a patient with psychiatric comorbidities in the role of a psychiatric nurse practitioner. The course stresses the role of a PMHNP and the complex knowledge and skill that is required in order to address the specific needs of adults and older adults.

Prerequisite(s): NR.406.706[C] AND NR.406.708[C] AND NR.406.710[C] AND NR.406.712[C]

Corequisite(s): NR.406.720[C]

NR.406.715. Diagnostic Reasoning II: Psychiatric Mental Health Nurse Practitioner: Children and Families. 1 Credit.

This is the second of four specialty courses that introduce didactic skills combined with evidence-based practice emphasizing the integration of theory, comprehensive assessment and advanced technologies. This course provides clinical training in the full role of the psychiatric mental health nurse practitioner. Emphasis is placed on the integration of two content areas: the knowledge and skills for PMHNP practice; and the specific mental health needs of children and families. Clinical experiences, lectures, case discussions, and projects allow students the opportunity to develop competencies in the ethical, safe, collaborative, and evidence-based provision of mental health care to children, adolescents and families in the context of a changing health care system

Prerequisite(s): NR.406.714[C] AND NR.406.720[C]

Corequisite(s): NR.406.722[C]

NR.406.720. Clinical Management I: Psychiatric Mental Health Nurse Practitioner: Adult/Gero. 3 Credits.

This is the first of four specialty courses that introduces clinical skills combined with evidence-based practice emphasizing the integration of theory, and comprehensive assessment. This course provides comprehensive instruction in the diagnosis and management of a patient with psychiatric comorbidities in the role of a psychiatric nurse practitioner. The course stresses the role of a PMHNP and the complex knowledge and skill that is required in order to address the specific needs of adults and older adults. This course includes a virtual immersion learning experience.

Prerequisite(s): NR.406.706[C] AND NR.406.708[C] AND NR.406.710[C] AND NR.406.712[C]

Corequisite(s): NR.406.714[C]

NR.406.722. Clinical Management II: Psychiatric Mental Health Nurse Practitioner: Children and Families. 2 Credits.

This is the second of four specialty courses that introduce clinical skills combined with evidence-based practice emphasizing the integration of theory, comprehensive assessment, and advanced technologies. This course provides clinical training in the full role of the psychiatric mental health nurse practitioner. Emphasis is placed on the integration of two content areas: the knowledge and skills for PMHNP practice; and the specific mental health needs of children and families. Clinical experiences, lectures, case discussions, and projects allow students the opportunity to develop competencies in the ethical, safe, collaborative, and evidence-based provision of mental health care to children, adolescents, and families in the context of a changing health care system. This course includes a virtual immersion learning experience.

Prerequisite(s): NR.406.714[C] AND NR.406.720[C]

Corequisite(s): NR.406.715[C]

NR.406.724. Integrated Care I for the Psychiatric/Mental Health Nurse Practitioner. 1 Credit.

This is the first of two integrated care courses. The focus is on applying the PMHNP and integrated care competencies of systems-oriented practice that include collaboration, teamwork, care coordination and community practice partnerships.

Prerequisite(s): NR.406.706[C] AND NR.406.708[C] AND NR.406.710[C] AND NR.406.712[C]

Corequisite(s): NR.406.714[C]

NR.406.725. Integrated Care II, for the Psychiatric/Mental Health Nurse Practitioner. 1 Credit.

This is the second of two integrated care courses and builds off of 110.579. The focus of the course is on applying culturally sensitive PMHNP and integrated care competencies to plan and implement population-based screening, care planning, mental health literacy interventions and continuous quality improvement.

Prerequisite(s): NR.406.724[C]

NR.406.726. Diagnostic Reasoning III: Psychiatric Mental Health Nurse Practitioner. 1 Credit.

This is the third of four sequential theory courses designed to equip the PMHNP student with the knowledge and competency necessary for delivering exemplary holistic primary care across the lifespan. It emphasizes wellness promotion, gender/reproductive health, and the management of associated health conditions. By the conclusion of this course, students will have developed a foundational understanding and skill set for providing respectful, effective, inclusive, and equitable care to patients, setting the stage for advanced practice in the healthcare setting.??

Prerequisite(s): NR.406.715[C] AND NR.406.722[C]

Corequisite(s): NR.406.730[C]

NR.406.727. Diagnostic Reasoning IV: Psychiatric Mental Health Nurse Practitioner. 1 Credit.

This course is the fourth in a series of four sequential theory-based courses, for Psychiatric Mental Health Nurse Practitioner (PMHNP) students. It is specifically designed to build upon and enhance students' knowledge, understanding, and clinical competencies in managing complex, chronic, multi-system, and special conditions across the lifespan. Upon completion of this course, students will be equipped with advanced nursing practice skills and the necessary competencies to deliver high-quality, empathetic, equitable, inclusive, and comprehensive care to patients in the healthcare care setting.?

Prerequisite(s): NR.406.726[C] AND NR.406.730[C]

Corequisite(s): NR.406.731[C]

NR.406.730. Clinical Management III: Psychiatric Mental Health Nurse Practitioner. 4 Credits.

This is the third of four clinical courses for PMHNP students that build upon the clinical knowledge and foundational concepts developed. Students will engage in clinical immersive learning by applying the nursing process to demonstrate practice application, emphasizing population-specific encounters. This course emphasizes developing independent practice in assessment skills and diagnostic processes across the lifespan. While continually developing competency in planning, implementation, and evaluation. This course includes a virtual immersion learning experience.

Prerequisite(s): NR.406.715[C] AND NR.406.722[C]

Corequisite(s): NR.406.726[C]

NR.406.731. Clinical Management IV: Psychiatric Mental Health Nurse Practitioner. 4 Credits.

This course is the fourth in a series of four clinical immersive learning experiences, for Psychiatric Mental Health Nurse Practitioner (PMHNP) students. It is specifically designed to build upon and enhance students' knowledge, understanding, and clinical competencies in managing complex, chronic, multi-system, and special conditions across the lifespan. Upon completion of this course, students will be equipped with advanced nursing practice skills and the necessary competencies to deliver high-quality, empathetic, equitable, inclusive, and comprehensive care to patients in the healthcare care setting.??This course includes an in-person immersion learning experience.

Prerequisite(s): NR.406.726[C] AND NR.406.730[C]

Corequisite(s): NR.406.727[C]