

NURSING (NURSING)

NURSING 100 – INTRODUCTION TO THE NURSING PROFESSION

1 credit.

Introduction to the breadth of careers and educational pathways in the nursing profession. Explore personal interests, capacities, and career goals in relation to nursing career options.

Requisites: None

Repeatable for Credit: No

Last Taught: Spring 2017

Learning Outcomes: 1. Identify and use personal and professional resources to transition to college

Audience: Undergraduate

2. Explore the breadth of nursing career options that may include clinical practice, research, teaching, leadership, and/or policy-making

Audience: Undergraduate

3. Gain insights about how personal interests, capacities and career goals might fit with the career options available in nursing

Audience: Undergraduate

4. Understand the varied educational paths in nursing and the relationship of nursing to other health careers

Audience: Undergraduate

NURSING/S&A PHM/SOC WORK 105 – HEALTH CARE SYSTEMS: INTERDISCIPLINARY APPROACH

2 credits.

Introduction to health care systems. Factors affecting health and the value placed on health, the delivery of health care in different settings, the roles of various health workers, and the sociological and economic aspects of health care.

Requisites: None

Course Designation: Breadth - Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Discuss selected contemporary problems, issues, and trends in health care services for individuals, groups, and populations from local, regional, and global perspectives.

Audience: Undergraduate

2. Describe and compare the impact of health and medical services, including environmental, behavioral, genetic, and biological factors, on personal and public health.

Audience: Undergraduate

3. Discuss the influences of technological, social, cultural, economic, and political forces on the organization of health care systems and delivery of health care services.

Audience: Undergraduate

4. Critically evaluate similarities and differences in health care systems and service conceptualization, organization, and delivery from national and international perspectives.

Audience: Undergraduate

NURSING 299 – INDEPENDENT READING

1-3 credits.

Requisites: Consent of instructor

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2024

NURSING 313 – FOUNDATIONS OF NURSING PRACTICE

2-3 credits.

Focuses on foundational concepts necessary to provide person-centered, evidence-based nursing care, including the nursing process and health and illness concepts. Active learning is emphasized by gaining confidence with applying the nursing processes and begin to develop clinical judgment and assessment skills. Complements a companion experiential course [NURSING 316].

Requisites: Declared in Nursing (Accelerated or Traditional program) BSN

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Explain selected health and illness concepts emphasizing assessment and lifespan considerations.

Audience: Undergraduate

2. Apply components of developmentally and culturally appropriate holistic health assessments.

Audience: Undergraduate

3. Explain the nursing process as a framework to assess, plan, implement, and evaluate care in nursing practice situations.

Audience: Undergraduate

NURSING 314 – HEALTH PROMOTION AND DISEASE PREVENTION ACROSS THE LIFESPAN

3 credits.

Focuses on the role of the baccalaureate generalist nurse in health promotion and disease prevention across the lifespan. Learn about factors that impact health of individuals and families. Active learning is emphasized through applying the nursing process to concepts such as health determinants, health education, self- management, and innate psychological needs related to well-being.

Requisites: Declared in Nursing (Accelerated or Traditional program) BSN

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Apply theories of health promotion and disease prevention in the care of individuals and families in various settings.

Audience: Undergraduate

2. Describe the roles of the baccalaureate nurse in promoting self-management, health, and wellness in a culturally congruent manner that attends to innate psychological needs.

Audience: Undergraduate

3. Use the nursing process to promote health and prevent disease and injury in partnership with individuals and families.

Audience: Undergraduate

4. Explain how health determinants influence human health and wellness.

Audience: Undergraduate

5. Apply evidence-based practice guidelines to health promotion and disease prevention.

Audience: Undergraduate

NURSING 315 – PROFESSIONALISM IN NURSING PRACTICE

1-2 credits.

Focuses on professional nursing attributes and interactions essential to professional competence. Study concepts that allow for providing care unique to an individual, family, community, and systems, and to the context in which they live. Concepts related to the health care delivery system are included to provide a foundation for beginning nursing practice. Knowledge from sciences, social studies, and humanities education is integrated into nursing practice and builds foundational knowledge of the science of nursing.

Requisites: Declared in Nursing (Accelerated or Traditional program) BSN

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Discuss foundational nursing concepts including professionalism, communication, scope of practice, ethics, clinical judgment, social justice, and collaboration.

Audience: Undergraduate

2. Develop the foundation for a professional self-concept and role socialization related to elements of leadership, advocacy, ethics, and the use of technology to advance nursing practice.

Audience: Undergraduate

3. Explain best practices when using technology for health informatics.

Audience: Undergraduate

4. Explain how nurses can foster collaborative relationships and care coordination with health care team members and work in partnership with individuals, families, and communities seeking care.

Audience: Undergraduate

5. Recognize the influence of health care policies, laws, and advocacy on nursing practice.

Audience: Undergraduate

6. Discuss quality improvement processes and the nurse's role as a user of evidence to improve health outcomes.

Audience: Undergraduate

NURSING 316 – FOUNDATIONS OF NURSING PRACTICE: EXPERIENTIAL LEARNING

4-5 credits.

Introduces psychomotor and assessment skills necessary to provide person-centered, evidence-based nursing care. Experience opportunities to promote wellness and respond to health problems by participating in direct client care in community and acute-care settings. Develop confidence with the application of skills and clinical judgment in a simulation lab and through concept-based learning experiences in care settings.

Requisites: Declared in Nursing (Accelerated or Traditional program) BSN

Course Designation: Workplace - Workplace Experience Course

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Demonstrate therapeutic communication and interviewing skills.

Audience: Undergraduate

2. Demonstrate developmentally and culturally appropriate holistic health assessments.

Audience: Undergraduate

3. Apply nursing concepts central to practice including person and family-centered care, culturally congruent care, health promotion, disease prevention, and health education.

Audience: Undergraduate

4. Practice basic nursing skills and assessments related to health and illness concepts.

Audience: Undergraduate

5. Apply the nursing process in various settings.

Audience: Undergraduate

6. Demonstrate strategies to promote safe therapeutic care across practice settings.

Audience: Undergraduate

7. Demonstrate the values of the nursing profession in experiential settings.

Audience: Undergraduate

NURSING 317 – PHARMACOLOGY ESSENTIALS FOR NURSING PRACTICE

2-3 credits.

Introduces the foundational concepts of pharmacology, drug therapy, actions and interactions, and their therapeutic and adverse effects. Major drug classes are paired with health and illness concepts while considering the appropriate client-centered nursing interventions for disease states as they relate to retaining, attaining, or maintaining patients' health status across the lifespan.

Requisites: Declared in Nursing (Accelerated or Traditional program) BSN

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Identify drug nomenclature, drug classification and their relationship to drug administration and patient safety.

Audience: Undergraduate

2. Demonstrate understanding of the pharmacodynamics, and pharmacokinetics of the of drug classifications used to treat health and illness across the lifespan.

Audience: Undergraduate

3. Identify the legal and ethical guidelines associated with administration of medications in relation to Standards of Nursing Professional Practice.

Audience: Undergraduate

4. Identify relevant assessment data, appropriate goals and plans, and outcome data related to drug therapy for individuals across the lifespan.

Audience: Undergraduate

5. Demonstrate competency in drug dosage calculation and measurement.

Audience: Undergraduate

6. Formulate a teaching plan related to drug administration and desired patient outcomes based on the holistic learning needs of patients, in selected situations.

Audience: Undergraduate

NURSING 318 – PATHOPHYSIOLOGY ESSENTIALS FOR NURSING PRACTICE

3 credits.

Promotes the understanding of altered physiological processes underlying illness and disease. General concepts including etiology, pathogenesis, morphologic changes, and clinical significance are explored from the genetic, molecular, cellular, organ, and systems-levels. Connections between patient symptoms, clinical signs, diagnostics, prognosis, and therapeutic considerations will form the basis for early exposure to clinical reasoning for common acute and chronic diseases across the lifespan.

Requisites: Declared in Nursing (Accelerated or Traditional program) BSN

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Define and apply a vocabulary of medical terms that are important to the language of health and illness.

Audience: Undergraduate

2. Explain the etiology, pathogenesis, morphology, and clinical significance of selected diseases/ disorders by system across the lifespan.

Audience: Undergraduate

3. Develop a foundation of clinical reasoning for illness and disease management by integrating pathophysiology concepts, physical examination findings and pharmacology principles across the lifespan.

Audience: Undergraduate

4. Identify individual choices and environmental exposures that influence disease.

Audience: Undergraduate

NURSING 323 – HEALTH AND ILLNESS CONCEPTS WITH INDIVIDUALS AND FAMILIES

4 credits.

Focuses on health and illness concepts emphasizing care to individuals and families across the lifespan. Gain a fundamental understanding of allostasis, oxygenation and hemostasis, and protection and movement. Gain knowledge of these concepts through exemplars that illustrate common health processes and/or alterations. Frames learning activities that foster understanding of the nursing role in providing care to individuals and families experiencing related health and illness concerns.

Requisites: NURSING 313**Repeatable for Credit:** No**Last Taught:** Spring 2025**Learning Outcomes:** 1. Analyze the concepts of allostasis including fluid and electrolyte balance, thermoregulation, glucose regulation, nutrition and elimination.

Audience: Undergraduate

2. Examine the concepts of oxygenation and hemostasis including perfusion, gas exchange and clotting.

Audience: Undergraduate

3. Analyze the concepts of protection and movement including immunity, inflammation, infection, tissue integrity, sensory perception and pain.

Audience: Undergraduate

4. Apply the nursing process to provide effective, evidence-based care to individuals across the lifespan and to families.

Audience: Undergraduate

NURSING 324 – MEETING THE PSYCHOSOCIAL HEALTH NEEDS OF INDIVIDUALS, FAMILIES, AND COMMUNITIES

3 credits.

Prepares to meet the psychosocial health needs of individuals, families, and communities across the lifespan. Explore psychosocial concepts of stress, coping, mood, cognition, and behavior across the health-illness continuum and across practice settings. The human experience of psychosocial health needs is explored in the context of personal attributes, such as genetics, and interpersonal dynamics, such as family and community. Acquire the knowledge, attitudes, and skills needed to collaborate in the treatment and care of client psychosocial health needs.

Requisites: NURSING 314**Repeatable for Credit:** No**Last Taught:** Fall 2024**Learning Outcomes:** 1. Assess individual, family and community psychosocial health needs across the lifespan or developmental stage.

Audience: Undergraduate

2. Assess the impact of stress and coping strategies used by individuals and families across the lifespan in complex care environments and situations.

Audience: Undergraduate

3. Explain how emotional states can influence behaviors, health and illness conditions across the lifespan.

Audience: Undergraduate

4. Prioritize care for individuals and families with mental health conditions and cognitive alterations.

Audience: Undergraduate

5. Analyze maladaptive behavior and its impact on the individual, family and community.

Audience: Undergraduate

6. Formulate the nurse's role in collaboration with members of the health care team to promote optimal psychosocial health and to prevent diseases in individuals, families and communities.

Audience: Undergraduate

NURSING 325 – PROFESSIONALISM IN HEALTH CARE SETTINGS

2 credits.

Focuses on advancing knowledge of professional attributes and core competencies in the role of a nurse and how they are used in complex care settings. Gain an understanding of concepts of leadership, ethics, and advocacy. Broaden your understanding of nursing's role in the health care delivery system regarding quality improvement, care coordination, and palliation.

Requisites: NURSING 315

Repeatable for Credit: No

Last Taught: Spring 2023

Learning Outcomes: 1. Distinguish professional attributes of a nurse including elements of leadership, advocacy, ethics, and use of technology to advance nursing practice.

Audience: Undergraduate

2. Define ethical principles of professional nursing.

Audience: Undergraduate

3. Explain best practices when using technology for health informatics.

Audience: Undergraduate

4. Discuss quality improvement processes to improve health outcomes.

Audience: Undergraduate

5. Understand the nurse's role in care coordination.

Audience: Undergraduate

6. Explain the nurse's role in palliation in complex care settings.

Audience: Undergraduate

7. Discuss how cultural factors influence attitudes and practices of death and dying.

Audience: Undergraduate

NURSING 326 – HEALTH AND ILLNESS CONCEPTS WITH INDIVIDUALS AND FAMILIES: EXPERIENTIAL LEARNING

4 credits.

Builds on psychomotor and assessment skills necessary to provide direct care to individuals and families across the lifespan. Develop clinical judgment, knowledge, communication skills, and professional behavior while providing nursing care that is safe, evidence-based, and patient centered. Experiential learning takes place in simulated and clinical settings.

Requisites: NURSING 313, 314, 315, 316 and 317

Course Designation: Workplace - Workplace Experience Course

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Model beginning competencies related to professional nursing practice, including clinical judgment, knowledge, communication skills, and professional behavior.

Audience: Undergraduate

2. Evaluate the nursing process by planning and prioritizing nursing care that is consistent with evidence-based practice, in alignment with the needs, goals, and preferences of individuals and families.

Audience: Undergraduate

3. Demonstrate effective use of technology in the care environment.

Audience: Undergraduate

4. Demonstrate the values of the nursing profession in experiential settings.

Audience: Undergraduate

NURSING 400 – STUDY ABROAD IN NURSING

1-6 credits.

A study abroad equivalency. Enrollment in a UW-Madison resident study abroad program.

Requisites: None

Repeatable for Credit: Yes, for 2 number of completions

Learning Outcomes: 1. Increase independence, adaptability, and flexibility

Audience: Undergraduate

2. Understand and navigate cultural and geographic differences

Audience: Undergraduate

3. Cultivate and reflect on personal values and assumptions

Audience: Undergraduate

4. Learn about and from the community in which you live and study

Audience: Undergraduate

5. Apply all you've learned abroad to your life at UW-Madison and beyond

Audience: Undergraduate

6. Serve as a cultural and academic ambassador of UW-Madison

Audience: Undergraduate

7. Prepare for success in a globalized, interconnected world

Audience: Undergraduate

8. Articulate how your experience abroad enriches your life and help you meet your goals

Audience: Undergraduate

NURSING 430 – PERINATAL NURSING

2 credits.

Perinatal period: reproductive health, preconception, pregnancy (antepartum), labor and birth (intrapartum), the first 6 weeks after birth (postpartum), and the newborn. Nursing care will focus on health promotion and management for low and high-risk (those with complications) populations. Emphasis on the application of the nursing process, the clinical judgment model, and related core competencies associated with perinatal nursing.

Requisites: NURSING 323 and 326

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Incorporate clinical judgment to identify altered health patterns that could affect reproductive health to determine prioritized nursing care.

Audience: Undergraduate

2. Distinguish between normal and abnormal health findings throughout the perinatal period as well as healthy and high-risk newborns.

Audience: Undergraduate

3. Identify actual or potential health problems during antepartum, intrapartum, postpartum and newborn periods.

Audience: Undergraduate

4. Utilize principles of family-centered care, health promotion, illness and injury prevention, health education, and anticipatory guidance with diverse patients throughout the perinatal phase.

Audience: Undergraduate

5. Explore cultural humility through values and beliefs, concept of time, religious beliefs and practices, family and gender roles and relationships, and beliefs and practices regarding health and illness, including those related to pregnancy and childbirth.

Audience: Undergraduate

6. Utilize evidence-based practice to implement practice changes that will improve perinatal nursing care.

Audience: Undergraduate

7. Examine basic safety design principles used by the interdisciplinary team to reduce the risk of harm to pregnant/birthing persons and newborn patients.

Audience: Undergraduate

8. Recognize the impact of health disparities and social determinants of health on care outcomes for pregnant/birthing persons and newborn patients.

Audience: Undergraduate

NURSING 431 – NURSING CARE OF CHILDREN & THEIR FAMILIES

2 credits.

Foundational knowledge needed to provide equitable, evidence-based nursing care for diverse children and their families. For each developmental level, holistically integrate health promotion, illness and injury prevention, health education, and anticipatory guidance and examines potential disparities, as key components of the nursing role. Emphasis on the application of the nursing process, the clinical judgment model, and related core competencies associated with understanding the pathophysiology of altered health patterns affecting children and the related management of nursing care.

Requisites: NURSING 323 and 326

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Incorporate developmental theories in the nursing care of children.

Audience: Undergraduate

2. Describe modifications to nursing care for different developmental levels for infants through adolescents, including communication, approaches to the history and physical examination, and pharmacotherapy safety.

Audience: Undergraduate

3. Utilize principles of health promotion, illness and injury prevention, health education, and anticipatory guidance and person-centered care with diverse pediatric populations and their families.

Audience: Undergraduate

4. Incorporate clinical judgment and knowledge of the pathophysiology of altered health patterns affecting children to determine prioritized nursing care.

Audience: Undergraduate

5. Integrate best evidence and principles of person- and family-centered care into the delivery of pediatric nursing care in primary, acute/ in-patient, emergency and community settings.

Audience: Undergraduate

6. Describe the roles of the inter#professional healthcare team that contribute to high quality pediatric outcomes.

Audience: Undergraduate

NURSING 432 – POPULATION HEALTH NURSING

2 credits.

Exploration of population health nursing principles and practices, public health partnerships, population health advocacy, community health assessment, and identification of health patterns in populations in local, national, and global settings.

Requisites: (NURSING 323 or concurrent enrollment) and (NURSING 326 or concurrent enrollment)

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Describe principles and practices used by nurses to manage population health.

Audience: Undergraduate

2. Compare and contrast local, regional, national, and global benchmarks to identify health patterns across populations.

Audience: Undergraduate

3. Define a target population and assess its well-being priorities using population health data.

Audience: Undergraduate

4. Develop an action plan to meet a specific community's population health need.

Audience: Undergraduate

5. Identify socio-culturally responsive interventions that reflect and model relevant ethical principles.

Audience: Undergraduate

6. Develop a population health advocacy strategy that applies the clinical judgment model.

Audience: Undergraduate

NURSING 433 – NURSING CARE OF THE OLDER ADULT

2 credits.

Learn to provide high quality, person-centered nursing care to older adults, using current research, evidenced-based guidelines, and foundational content to assess, form nursing diagnoses, and manage the complex health needs of older adults by being able to differentiate between healthy and unhealthy aging, explore social determinants of health, provide for safety and well-being, and consider ethical clinical-decision making in geriatrics.

Requisites: Declared in Nursing or Nursing (Accelerated Program), NURSING 323 or concurrent enrollment, NURSING 326 or concurrent enrollment, and NURSING 327 or concurrent enrollment

Repeatable for Credit: No

Last Taught: Fall 2017

Learning Outcomes: 1. Employ the nursing process to recognize and respond to the complexity of the aging process and its impact on individuals from a biopsychosocial perspective.

Audience: Undergraduate

2. Identify social determinants of health for older adults and resources available to support the health and well-being of special populations that integrate cultural awareness and integrity.

Audience: Undergraduate

3. Synthesize assessment data to recognize and respond to complex geriatric health problems using evidence-based strategies.

Audience: Undergraduate

4. Apply principles of professional nursing ethics and human rights to facilitate shared decision-making based on patient values and goals of care.

Audience: Undergraduate

5. Use current guidelines and valid and reliable assessment tools to prevent problems common in older adults and promote health and well-being.

Audience: Undergraduate

6. Utilize evidence-based strategies to reduce risk and promote safety in the nursing care of older adults.

Audience: Undergraduate

7. Employ best-practices for clear, accurate, and inclusive communication to provide for safe and effective transitions of care across care settings.

Audience: Undergraduate

NURSING 434 – HEALTH AND ILLNESS CONCEPTS WITH INDIVIDUALS, FAMILIES, AND COMMUNITIES

4-5 credits.

Builds on health and illness concepts by focusing on individuals, families, and communities recognizing their unique attributes. Concepts included: acid-base balance, cellular regulation, intracranial regulation, genomics, sexuality and reproduction, and an introduction to the organization of the community/public health system. Other core nursing concepts are revisited as they apply to the community as client or in complex care situations. The nursing process frames learning activities that foster understanding the nursing role in providing evidence-based care to individuals, families across the lifespan, and to communities experiencing related health and illness concerns in collaboration with an interprofessional team.

Requisites: Declared in Nursing or Nursing (Accelerated Program), NURSING 323 or concurrent enrollment, NURSING 326 or concurrent enrollment, and NURSING 327 or concurrent enrollment

Repeatable for Credit: No

Last Taught: Fall 2023

Learning Outcomes: 1. Apply the nursing process to care of the client in community and to the client as a community.

Audience: Undergraduate

2. Understand the foundational features of the public and community health systems.

Audience: Undergraduate

3. Understand normal reproductive health across the lifespan.

Audience: Undergraduate

4. Examine the role of the nurse in caring for clients experiencing common complications of pregnancy and barriers to fertility.

Audience: Undergraduate

5. Evaluate the management of complex health alterations in individuals, families and the community for the concepts of allostasis such as acid base balance, cellular regulation, intracranial regulation, and nutrition.

Audience: Undergraduate

6. Examine the management of complex alterations related to oxygenation and hemostasis and protection and movement, integrating distinct client attributes of individuals, families and the community.

Audience: Undergraduate

NURSING 435 – EVIDENCE-BASED PRACTICE

1 credit.

Designed to develop skills in using evidence to improve nursing practice. Learn strategies to evaluate the quality of evidence and effectively integrate evidence into nursing practice. Learn how practice guidelines are developed, interpreted, and implemented in complex care settings. Learn the significance of engaging partners in evidence-based practice and identify processes to partner with others.

Requisites: NURSING 315 and 325

Repeatable for Credit: No

Last Taught: Fall 2023

Learning Outcomes: 1. Understand how practice guidelines are developed from various sources.

Audience: Undergraduate

2. Critique evidence-based practice guidelines by analyzing their development and applicability for clinical practice.

Audience: Undergraduate

3. Discuss effective approaches for fostering adoption of an evidence-based practice change in healthcare settings including engaging partners in the process.

Audience: Undergraduate

4. Describe how the strength and relevance of available evidence (a) influence the choice of interventions in the provision of patient-centered care and (b) challenge the rationale for routine approaches to care that result in less-than-desired outcomes or adverse events.

Audience: Undergraduate

NURSING 436 – HEALTH AND ILLNESS CONCEPTS WITH INDIVIDUALS, FAMILIES, AND COMMUNITIES: EXPERIENTIAL LEARNING

1-4 credits.

Spend concentrated time in two settings focusing on care to individuals across the lifespan, families, and communities. The concept-based learning activities are aligned with those taught in the companion didactic courses and build on previous learning and experiences. Provide direct care from an evidenced-based perspective, at an increasingly independent level. The learning activities are guided by nursing preceptors in practice settings and by School of Nursing faculty in simulation and seminar settings.

Requisites: NURSING 323, 324, and 327

Repeatable for Credit: Yes, for 2 number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Take part in providing care to individuals, families and communities, planning, prioritizing and evaluating nursing care that is consistent with clients' needs, goals, preferences and social identities.

Audience: Undergraduate

2. Utilize strategies to promote social justice in health, and culturally congruent care while developing a global perspective to care-giving.

Audience: Undergraduate

3. Determine collaborative approach to effectively work within nursing and inter-professional teams, fostering open communication, mutual respect and shared decision-making to achieve quality individual, family, community and system care.

Audience: Undergraduate

4. Develop partnerships with individuals, family, community and systems in decision-making about care and planning for care.

Audience: Undergraduate

5. Utilize concepts related to health promotion and disease prevention based on genetics, family history, social ecological factors, and environmental exposure.

Audience: Undergraduate

6. Apply learning related to health and illness concepts, and their interrelationships among individuals, families and communities as encountered in experiential practice setting.

Audience: Undergraduate

NURSING 437 – SOCIAL JUSTICE IN LOCAL AND GLOBAL SETTINGS

2-3 credits.

Learn principles and practices of social justice related to nursing and health in local and global settings. Concepts include health determinants, diverse populations in complex care settings, health outcomes, and interventions for racial and other underrepresented minorities. Expand the understanding of global health by examining global health systems, health and illness concepts on a global level, partnerships enacted in global settings, and the scope of nursing practice in global health. Provides a facilitated forum to critically reflect on their socially constructed identities and the impact these identities have on health care systems. Designed to develop perspective related to global health and nurses as global health actors invested in improving health of the global population as a whole.

Requisites: NURSING 323**Repeatable for Credit:** No**Last Taught:** Spring 2024

Learning Outcomes: 1. Identify their socially constructed identities and how those identities affect their interactions and relationships with individuals, families, and communities across diverse populations.

Audience: Undergraduate

2. Describe and discuss concepts relevant to providing culturally competent and congruent care including health beliefs, social justice, power and privilege, cultural sensitivity, respect, safety, racism and discrimination, cultural conflict, health literacy, worldview, holding knowledge, subculture and vulnerable populations.

Audience: Undergraduate

3. Describe and critique the major constructs of nursing practice models/theories relative to social justice, global health, culturally congruent care, and intersectionality.

Audience: Undergraduate

4. Evaluate the impact of family, cultural, social, educational, economic, environmental, global and determinants on population health using a social ecological model.

Audience: Undergraduate

5. Analyze contemporary local, national, and global health trends and their impact on population health.

Audience: Undergraduate

6. Value principles of partnership when working toward social justice in health in local and global settings.

Audience: Undergraduate

NURSING 442 – HEALTH SYSTEMS, POLICY, AND ECONOMICS

2 credits.

Learning is centered on health systems, policy, and economics. Expand understanding of core nursing competencies such as safe therapeutic care, and health informatics by examining how these concepts operate at a systems-level to influence care and outcomes. Focus is given to emergency preparedness as enacted in a variety of systems. Key conceptual elements of the healthcare system, organization, policy, financing and law and quality improvement and their impact on care and outcomes are examined.

Requisites: NURSING 434, 435, 436, and 437**Repeatable for Credit:** No**Last Taught:** Fall 2024

Learning Outcomes: 1. Explain the structure and function of the health system at the local, state, national, and global level.

Audience: Undergraduate

2. Understand organizational theories, structures, and processes, and their applicability in the analysis of clinical care services within the healthcare delivery system.

Audience: Undergraduate

3. Explain principles and practices of emergency-preparedness in selected health systems.

Audience: Undergraduate

4. Outline the role of policy in regard to nurses' role and health outcomes and how nurses can affect policy.

Audience: Undergraduate

5. Identify key trends in the financing of healthcare at national and local levels.

Audience: Undergraduate

6. Explain principles and processes of quality improvement.

Audience: Undergraduate

NURSING 443 – ADVANCED CONCEPTS IN COMPLEX NURSING PRACTICE

5 credits.

Learn about complex health or health alterations and their management in regard to sexuality, reproduction, protection and movement, cognitive function, and maladaptive behavior. Emphasizes the nurse's role in management of complex health alterations within the health system, the community, and for transitions to home. The nursing process will frame learning activities that foster understanding the nursing role in providing evidence-based care to individuals, families, and communities experiencing related health and illness concerns in collaboration with an interprofessional team.

Requisites: NURSING 434 or concurrent enrollment, NURSING 435 or concurrent enrollment, NURSING 436 or concurrent enrollment, and NURSING 437 or concurrent enrollment

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Examine common and collaborative interventions for the complex health experiences related to alterations in sexuality, reproduction, and protection and movement.

Audience: Undergraduate

2. Explain how to use data from clients' cognitive assessment to develop and evaluate the nursing and interprofessional plan of care.

Audience: Undergraduate

3. Evaluate treatment measures and understand the resource needs for those experiencing physical, social, and legal consequences from addiction.

Audience: Undergraduate

4. Apply knowledge to plan and evaluate care related to the dynamics that contribute to interpersonal violence and health consequences related to interpersonal violence, and experienced violence.

Audience: Undergraduate

5. Adapt care planning and evaluation to address alterations in body regulation mechanisms including: fluid and electrolyte, acid base, thermoregulation, cellular, glucose, intracranial, nutrition intake, and elimination.

Audience: Undergraduate

6. Prioritize independent and collaborative interventions for clients with complex health alterations in oxygenation and hemostasis including: perfusion, gas exchange, and clotting.

Audience: Undergraduate

NURSING 444 – HEALTH SYSTEMS, POLICY, ECONOMICS, AND RESEARCH

3 credits.

Expand understanding of core nursing competencies such as safe therapeutic care and health informatics by examining how these concepts operate at a systems-level to influence care and outcomes. Focus is given to emergency preparedness as enacted in a variety of systems. Key conceptual elements of the healthcare system, organization, policy, financing and law, and quality improvement and their impact on care and outcomes are examined. Expand your understanding of scholarship and evidence-based practice by delving into the process of nursing research.

Requisites: NURSING 434, 435, 436, and 437

Repeatable for Credit: No

Last Taught: Spring 2024

Learning Outcomes: 1. Explain the structure and function of the health system at the local, state, national, and global level.

Audience: Undergraduate

2. Understand organizational theories, structures, and processes, and their applicability in the analysis of clinical care services within the healthcare delivery system.

Audience: Undergraduate

3. Explain principles and practices of emergency-preparedness in selected health systems.

Audience: Undergraduate

4. Outline the role of policy in regard to nurses' role and health outcomes and how nurses can affect policy.

Audience: Undergraduate

5. Identify key trends in the financing of healthcare at national and local levels.

Audience: Undergraduate

6. Explain principles and processes of quality improvement.

Audience: Undergraduate

7. Demonstrate knowledge of protection of human subjects in research, including issues related to subject rights, institutional, state, and federal regulations.

Audience: Undergraduate

8. Demonstrate understanding of the nursing research process.

Audience: Undergraduate

9. Demonstrate an understanding of dissemination and use of research for practice improvement.

Audience: Undergraduate

NURSING 445 – TRANSFORMATIVE NURSING CAPSTONE

1 credit.

Integration of learning acquired throughout the nursing program. Learning outcomes integrate concepts associated with five nursing program meta concepts (professionalism; person, family, community, and systems-centered care; health and illness; health care context; and scholarship for evidence-based practice). Using processes of analysis, synthesis, reflection, and application, advance in your transition to becoming a professional nurse. Includes mentoring through co-facilitation by faculty, academic staff, and practice professionals.

Requisites: NURSING 434, 435, 436, and 437

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Construct a personal philosophy of care.

Audience: Undergraduate

2. Within one's scope of practice, analyze one's own leadership style and contribution as a member of the healthcare team.

Audience: Undergraduate

3. Critically examine inter-professional collaboration in regard to complex ethical issues.

Audience: Undergraduate

4. Elaborate skills related to communication such as self-awareness, conflict management, and negotiation.

Audience: Undergraduate

5. Imagine possibilities for your career as a nursing leader that improve health outcomes for all in a complex world with enduring social issues.

Audience: Undergraduate

NURSING 446 – ADVANCED CONCEPTS IN COMPLEX NURSING PRACTICE: EXPERIENTIAL LEARNING

2-5 credits.

Spend concentrated time in two settings focusing on the complex care of individuals across the lifespan, families, and communities. Demonstrate advanced ability to integrate professional nursing related theory and concepts as they develop and implement the plan of care. Mentoring by clinical nursing preceptors in the clinical setting and by School of Nursing faculty in simulation and seminar settings.

Requisites: NURSING 436

Repeatable for Credit: Yes, for 2 number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Integrate understanding of health care systems and organizational structure in order to provide optimal care to individuals, families, and communities.

Audience: Undergraduate

2. Apply acquired knowledge of informatics and patient care technology to promote safe therapeutic care.

Audience: Undergraduate

3. Apply understanding of healthcare law, health policy, and economic constraints to complex patient-care situations in order to achieve positive patient outcomes.

Audience: Undergraduate

4. Apply principles of effective leadership to situations of an ethical or legal dilemma.

Audience: Undergraduate

5. Demonstrate advanced ability to apply the nursing process, clinical judgment, and health and illness concepts to providing care in the complex healthcare setting in order to achieve individualized, safe, and therapeutic care.

Audience: Undergraduate

6. Demonstrates professionalism with individuals, families, communities, and systems while modeling collaborative practice with preceptor and inter-professional colleagues.

Audience: Undergraduate

NURSING 447 – SCHOLARSHIP FOR EVIDENCE-BASED PRACTICE

2 credits.

Develop skills in using evidence to improve nursing practice. Learn strategies to evaluate the quality of evidence and effectively integrate evidence into nursing practice. Provides knowledge in how practice guidelines are developed, interpreted, and implemented in complex care settings. Understand the significance of engaging partners in evidence-based practice and identify processes to partner with others in order to have an impact on client care outcomes.

Requisites: Declared in Nursing (Accelerated Program), NURSING 314, 323, 324, 326, 327, and 434

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Understand how practice guidelines are developed from various sources.

Audience: Undergraduate

2. Demonstrate knowledge of protection of human subjects in research, including issues related to subject rights, institutional, state, and federal regulations.

Audience: Undergraduate

3. Discuss effective approaches for fostering adoption of an evidence-based practice change in healthcare settings, including engaging partners in the process.

Audience: Undergraduate

4. Evaluate how the strength and relevance of available evidence (a) influence the choice of interventions in the provision of patient-centered care, and (b) challenge the rationale for routine approaches to care that result in less-than-desired outcomes or adverse events.

Audience: Undergraduate

5. Demonstrate understanding the nursing research process.

Audience: Undergraduate

6. Demonstrate an understanding of dissemination and use of research for practice improvement.

Audience: Undergraduate

7. Understand the nurses' role in conducting and collaborating on research.

Audience: Undergraduate

NURSING 448 – LEADERSHIP IN THE PROFESSION OF NURSING

2 credits.

Learning is centered on advancing knowledge of professional attributes necessary in healthcare settings. Expand the understanding of core concepts related to ethics, advocacy, safe therapeutic care, technology, and health informatics at a systems-level to influence care and outcomes. Broaden the understanding of nursing's role in the healthcare delivery system regarding quality improvement, emergency preparedness, care coordination, and palliation.

Requisites: Declared in Nursing (Accelerated Program), NURSING 314, 323, 324, 326, 327, and 434

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Distinguish professional attributes of a nurse including elements of leadership, advocacy, ethics, and use of technology to advance nursing practice.

Audience: Undergraduate

2. Examine the influence of organization-level mission and vision statements on developing a professional nursing practice.

Audience: Undergraduate

3. Appraise ethical principles of professional nursing.

Audience: Undergraduate

4. Discuss principles and processes of quality improvement to improve health outcomes.

Audience: Undergraduate

5. Examine the nurses' role in care coordination and patient self-management.

Audience: Undergraduate

6. Explain principles and practices of emergency-preparedness in selected health systems.

Audience: Undergraduate

7. Explain the nurses' role in palliation in complex care settings.

Audience: Undergraduate

8. Appraise the structure and function of the health system at the local, state, national, and global level.

Audience: Undergraduate

9. Outline the role of policy in regard to nurses' role and health outcomes and how nurses can affect policy.

Audience: Undergraduate

NURSING/MEDICINE/PHM PRAC/SOC WORK 467 – INTERPROFESSIONAL COLLABORATIVE PRACTICE IN HIV CARE
1 credit.

Gain foundational knowledge and skills in interprofessional collaborative practice and HIV care. Explore the roles of medicine, nursing, pharmacy, and social work in the HIV care continuum. Discuss quality team-based care as a member of an interprofessional student team.

Requisites: Declared in Nursing BSN (Traditional, Collaborative, Accelerated), Social Work BSW, Medicine MD, Pharmacy PharmD, or Social Work MSW.

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Describe the history and epidemiology of the HIV epidemic.

Audience: Both Grad & Undergrad

2. Define Interprofessional Collaborative Practice (ICP) and describe the characteristics of effective ICP.

Audience: Both Grad & Undergrad

3. Describe the natural history of HIV disease with and without antiretroviral therapy (ART).

Audience: Both Grad & Undergrad

4. Discuss US Dept of Health and Human Services guidelines and recommendations for prevention, screening, diagnosis, treatment, and management of HIV infection and HIV-related diseases in the United States.

Audience: Both Grad & Undergrad

5. Describe the HIV care continuum including testing, entry and retention in care, and treatment including associated stigma and discrimination as barriers.

Audience: Both Grad & Undergrad

6. Discuss dimensions of wellness (emotional, environmental, financial, intellectual, occupational, physical, social and spiritual).

Audience: Both Grad & Undergrad

7. Identify potential co-morbid conditions in the HIV infected population.

Audience: Both Grad & Undergrad

8. Discuss stigma and discrimination as barriers to prevention, care, and treatment.

Audience: Both Grad & Undergrad

9. Discuss the history of the Ryan White Care Act and other federal and state policies and their current importance in HIV prevention and HIV care.

Audience: Both Grad & Undergrad

10. Identify HIV care needs and common health issues among high risk and vulnerable populations.

Audience: Both Grad & Undergrad

11. Develop a plan of care for an HIV positive individual as part of an interprofessional team.

Audience: Both Grad & Undergrad

12. Develop skills working with mixed teams including undergraduate students

Audience: Graduate

13. Demonstrate higher level skills in identifying and resolving barriers to

NURSING 470 – SCHOOL NURSING IN THE CONTEXT OF COMMUNITY HEALTH PRACTICE

2-3 credits.

Theoretical foundation for community health nursing (CHN) applied to school nurse settings. Acquire the theoretical and practical foundations for establishing and maintaining school health nursing services. Content is drawn from nursing and public health sciences and includes topics of health promotion, disease prevention, epidemiology, evidence based practice, ethics, and the role of the CHN. The nursing process is applied with a focus of providing care at the individual through the population level. The ecological model is used to analyze the influence of socioeconomic, environmental, political, and cultural health determinants.

Requisites: Declared in Nursing BSN

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Examine nursing models, roles and responsibilities for community health nurses with school nursing as an exemplar.

Audience: Undergraduate

2. Apply epidemiological principles to describe and analyze population health issues as they occur in school communities.

Audience: Undergraduate

3. Explore models of community and aggregate assessment.

Audience: Undergraduate

4. Describe community health nursing interventions used at systems, community and individual, levels, focusing on individual health and emergency plans for the management of students' health problems in school settings.

Audience: Undergraduate

5. Analyze evidence-based practice guidelines for community health nursing and school settings.

Audience: Undergraduate

6. Articulate the impact of social, cultural, political, and environmental determinants on individual and population health in school settings.

Audience: Undergraduate

7. Describe the organization, financing, and policies affecting the delivery of community health nursing services as they occur in schools.

Audience: Undergraduate

NURSING 510 – CULTURALLY CONGRUENT PRACTICE

3 credits.

Builds self-awareness, increasing knowledge, and advancing clinical skills needed to provide culturally congruent, person-centered care to patients with diverse backgrounds.

Requisites: None

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Identify their socially constructed identities and how those identities affect their interactions and relationships with patients.

Audience: Undergraduate

2. Describe and discuss concepts relevant to providing culturally competent and congruent care including health beliefs, social justice, power and privilege, cultural sensitivity, respect, safety, racism and discrimination, cultural conflict, health literacy, worldview, holding knowledge, subculture and vulnerable populations.

Audience: Undergraduate

3. Describe and critique the major constructs of nursing practice models/theories relative to culturally congruent care.

Audience: Undergraduate

4. Apply constructs of culturally congruent care to clinical practice.

Audience: Undergraduate

NURSING 511 – COMMUNITY SUPPORTS FOR PEOPLE WITH DEMENTIA

2-3 credits.

Provides an introduction to Alzheimer's disease and other dementias, with a focus on community supports for people living with dementia. Work across disciplines to learn how different areas of society can become dementia friendly and how to integrate relevant approaches in their future careers. Participate in a service-learning opportunity where you will work with local dementia-friendly community groups to strengthen supports for people with dementia and their caregivers.

Requisites: None

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Summarize normal neurobiological aging and neurobiological changes related to cognitive impairment and dementia.

Audience: Undergraduate

2. Apply appropriate skills for interacting with persons affected by dementia and their families/supports.

Audience: Undergraduate

3. Explain the importance of combatting the stigma surrounding dementia and the isolation often experienced by people with dementia and their family.

Audience: Undergraduate

4. Recommend community approaches to increase supports for persons living with dementia and their families/supports.

Audience: Undergraduate

NURSING 512 – FUNCTIONAL HEALTH AND LIFESTYLE PRACTICE

2 credits.

Introduction to the science behind and strategies for wellness based on a functional health approach. Viewing the body as a complex and integrated system and address the root cause of illness or disease rather than treating only presenting symptoms. Disease manifestation stemming from many factors such as genetics, lifestyle and environment. Lifestyle health practices and health coaching strategies for working with clients or patients. View health through a functional health lens, using several strategies to manage and prevent illness.

Requisites: None**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Summer 2024**Learning Outcomes:** 1. Describe what it means to view health through a "functional" lens and how this model of care differs from or compliments a more conventional approach to health care.

Audience: Both Grad & Undergrad

2. Evaluate how chronic disease and pain can be addressed using a functional approach to care using diet and lifestyle practices.

Audience: Both Grad & Undergrad

3. Identify and address lifestyle factors that impact health outcomes.

Audience: Both Grad & Undergrad

4. Integrate functional health principles and lifestyle practices into one's overall approach to health and wellness.

Audience: Both Grad & Undergrad

5. Explore health coaching strategies and tools used by practitioners to gather health information and create positive behavior change related to lifestyle practices.

Audience: Both Grad & Undergrad

6. Demonstrate the ability to apply knowledge of functional health principles, lifestyle practices, and health coaching strategies during a health coaching session.

Audience: Graduate

NURSING 513 – INTRODUCTION TO RELAXATION: MIND, BODY, & SPIRIT

2 credits.

Introduction to holistic relaxation concepts related to the body, mind spirit. Examination of the physiology of stress and relaxation, strategies for facilitating wellness and evidence for the same. Experience and reflect upon selected strategies for wellness.

Requisites: None**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Summer 2024**Learning Outcomes:** 1. Compare concepts of health promotion, self management, allostasis, and stress.

Audience: Both Grad & Undergrad

2. Describe and recognize common sources for stress, anxiety and anger as well as effective strategies to promote health and maximal function, manage responses to stress, and foster wellbeing: mind, body and spirit.

Audience: Both Grad & Undergrad

3. Implement selected strategies for ones' own wellbeing in body, mind, and spirit.

Audience: Both Grad & Undergrad

4. Appraise whether a change in health status has occurred.

Audience: Graduate

NURSING/L I S 517 – DIGITAL HEALTH: INFORMATION AND TECHNOLOGIES SUPPORTING CONSUMERS AND PATIENTS

3 credits.

Increases student understanding of appropriate and accurate materials for consumer health and family education; the ethical and organizational policy issues that arise when providing consumer and family health information in different settings; the role of the public media in disseminating health information; the health-related information needs and preferences of racial/ethnic minority populations. It also provides an introduction to health information technologies, from search engines to websites to apps, that put people in charge of managing their own health information.

Requisites: Junior standing**Course Designation:** Breadth - Social Science Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No**Last Taught:** Spring 2025

NURSING/KINES 523 – CLINICAL EXERCISE TESTING & TRAINING

3 credits.

Physiological basis and methods of human exercise testing and training. Topics: clinical exercise physiology, exercise testing protocols, cardiopulmonary monitoring, basic ECG interpretation, exercise prescription.

Requisites: Declared in Kinesiology and KINES 314

Repeatable for Credit: No

Last Taught: Spring 2025

NURSING 564 – NURSING AND HEALTH INFORMATICS

3 credits.

Identification of computer and information technologies to support nursing in the diagnosis and treatment of human responses to health, illness, and development challenges. Examination of information systems used in clinical practice, information processing challenges and nurses' roles in the evaluation of informatics solutions. Ethical, legal and social issues related to informatics in patient care.

Requisites: None

Repeatable for Credit: No

Last Taught: Summer 2022

Learning Outcomes: 1. Recognize, analyze, and pose solutions for information processing challenges as faced by nurses and other health professionals managing select patients, populations, or groups.

Audience: Undergraduate

2. Identify the current state of development of major areas within nursing and health informatics.

Audience: Undergraduate

3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.

Audience: Undergraduate

4. Consistent with ethical, legal, and social considerations, devise and evaluate biomedical informatics solutions to the information processing challenges identified.

Audience: Undergraduate

NURSING 590 – CONTEMPORARY PRACTICES IN NURSING

1-4 credits.

Health problems and their nursing management, e.g., critical care nursing, health promotion and prevention of disease, nursing of developmental disabilities.

Requisites: None

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2024

NURSING 601 – ADVANCED HEALTH ASSESSMENT

3 credits.

Focuses on developing advanced practice competencies in health assessment as relevant to a selected specialty and practice setting. Become grounded in the theoretical perspectives, empirical documentation, and practice skills necessary for advanced biopsychosocial and physical assessment, critical diagnostic reasoning, clinical decision-making, and communication. Interactions of developmental, biopsychosocial, and cultural contexts resulting in health effects. Demonstrate capacity to provide a full spectrum of healthcare services including health promotion, disease prevention, health protection, anticipatory guidance, counseling, and disease management. Provides a foundation for the advanced practice nurse to evaluate and address the health of individuals.

Requisites: NURSING 704

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Elicit an accurate focused and/or comprehensive health history with attention to the patient's unique perspective and experience.

Audience: Graduate

2. Perform a comprehensive, evidence-based assessment, incorporating all necessary components of physical evaluation. Assessments should be comprehensive but concise, culturally sensitive, and developmentally guided, while demonstrating compassion and accountability.

Audience: Graduate

3. Select basic laboratory and diagnostic testing options and interpret data to augment evidence-based assessment.

Audience: Graduate

4. Formulate a differential diagnosis, based on advanced clinical judgement and analysis of data collected from the health history and physical exam.

Audience: Graduate

5. Identify a probable primary diagnosis and create a patient-centered, evidence-based plan of care that may include diagnostic testing, collaboration, or referral.

Audience: Graduate

6. Document an accurate account of history, physical examination, differential diagnoses, integrative summary, and evidence-based plan of care using effective communication techniques specific to accepted terminology, format, and technology that adheres to the current standards of medical documentation.

Audience: Graduate

7. Develop an appropriate plan of care consistent with the advanced nurse role in the management of common symptoms seen across care settings. The plan of care for the client should incorporate physical, cultural, ethnic, developmental, and population-appropriate variations.

Audience: Graduate

8. Demonstrate professionalism in the advanced practice nursing role, including accountability, teamwork, initiative, self-appraisal, and integrity.

Audience: Graduate

9. Explore the image and role of advanced practice nursing as it integrates advanced assessment, diagnostic reasoning, primary care, rural healthcare, health promotion, and patient education.

Audience: Graduate

NURSING/PHM PRAC 605 – PHARMACOTHERAPEUTICS FOR ADVANCED PRACTICE NURSES

3 credits.

Pharmacotherapeutics content and application for advanced practice nursing. Emphasis on selection of appropriate therapeutics, development of clinical decision-making skills, and examination of legal, ethical, and safety issues in prescribing medications.

Requisites: Declared in a School of Nursing graduate program

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Select appropriate therapeutics for specific acute and chronic health conditions using an evidenced based approach.

Audience: Graduate

2. Develop the clinical decision making skills necessary to individualize prescribing to meet patient's needs and resources.

Audience: Graduate

3. Examine the appropriate rules for issuing safe prescriptions and minimize errors.

Audience: Graduate

4. Describe the legal and ethical ramifications of prescribing medications.

Audience: Graduate

NURSING 657 – CLINICAL PSYCHOPHARMACOLOGY

3 credits.

Examines the history, rationale and mechanism of action of drugs used in the treatment of mental health and behavioral disorders. Emphasis is placed on neurobiological processes underlying psychopathology and clinical application of evidence-based pharmacological interventions across the lifespan. In addition, focus on pharmacokinetics, pharmacodynamics, side-effects, drug interactions, therapeutic monitoring and variations in special populations. Finally, review prescriptive authority, the potential impact of the current mental health care service system and ethical decision making for health care professionals.

Requisites: Declared in Doctor of Nursing Practice or Capstone Certificate in Post-Graduate Psychiatric Nursing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2024

Learning Outcomes: 1. Demonstrate knowledge and apply principles of pharmacokinetics and pharmacodynamics, including mechanism of action, absorption, distribution, metabolism, and excretion across special populations in a cultural context.

Audience: Graduate

2. Analyze knowledge of basic neurobiology, neurotransmission, and targets of psychopharmacology drug action.

Audience: Graduate

3. Demonstrate knowledge in management of side-effects, drug-interactions, and therapeutic monitoring.

Audience: Graduate

4. Evaluate current research in psychopharmacology relevant to strategies for therapeutic intervention.

Audience: Graduate

5. Apply and appreciate complexity of legal and ethical decision making in application of prescribing practices.

Audience: Graduate

6. Discuss the importance of collaboration and psychoeducation between health care professionals, the patient, families, and community support in the management of pharmacological treatment.

Audience: Graduate

NURSING/PHM PRAC 674 – SEMINARS IN INTERPROFESSIONAL MENTAL HEALTH CARE

2 credits.

Addresses the team-based and patient-centered care of persons with mental health conditions. A special focus will be put on the management of psychotropic medication regimens. A combination of lecture, discussion, and small group work will be utilized.

Requisites: PHM PRAC 555**Repeatable for Credit:** No**Last Taught:** Spring 2025

Learning Outcomes: 1. Assess an individual person and his/her psychotropic medication regimen to identify potential and actual drug related problems

Audience: Undergraduate

2. Develop and recommend an appropriate therapeutic regimen consisting of both non-drug and drug therapy recommendations to facilitate optimal care and outcomes for an individual person

Audience: Undergraduate

3. Design an appropriate monitoring plan in collaboration with the person you are serving in order to appropriately evaluate the individual person's treatment plan

Audience: Undergraduate

4. Apply evidence-based care to practice by critically reviewing current published clinical research and guidelines

Audience: Undergraduate

5. Support persons in successfully navigating the wider mental health care system

Audience: Undergraduate

6. Apply ethical and legal concepts and processes in the analysis of clinical situations

Audience: Undergraduate

NURSING 679 – NURSING HONORS RESEARCH SEMINAR

2 credits.

Provides the opportunity to learn more about the generation of nursing knowledge and about School of Nursing faculty members' research projects. An introduction to the principles, methods, and ethics of nursing research, strategies to evaluate the quality of research, and the importance of research for improving clinical practice.

Requisites: Declared in the Nursing Honors program**Repeatable for Credit:** No**Last Taught:** Spring 2025

Learning Outcomes: 1. Demonstrate knowledge of protection of human subjects in research, including issues related to subject rights, institutional, state and federal regulations.

Audience: Undergraduate

2. Understand the implications of diversity of research participants/samples.

Audience: Undergraduate

3. Demonstrate a basic understanding of the processes of conducting nursing research.

Audience: Undergraduate

4. Describe the methodologies used in qualitative and quantitative research.

Audience: Undergraduate

5. Demonstrate knowledge of nursing's role in collaborating and conducting research.

Audience: Undergraduate

6. Demonstrate an understanding of dissemination and use of research for practice improvement.

Audience: Undergraduate

7. Formulate a research question for mentored research project

Audience: Undergraduate

NURSING 681 – SENIOR HONORS THESIS

1-2 credits.

The senior honors thesis is directed experience with selected aspects of the research process. Declared in the Nursing Honors Program

Requisites: Consent of instructor**Course Designation:** Honors - Honors Only Courses (H)**Repeatable for Credit:** No**Last Taught:** Fall 2024**NURSING 682 – SENIOR HONORS THESIS**

1-2 credits.

The senior honors thesis is a directed experience with selected aspects of the research process. Declared in the Nursing Honors Program

Requisites: Consent of instructor**Course Designation:** Honors - Honors Only Courses (H)**Repeatable for Credit:** No**Last Taught:** Spring 2025

NURSING 698 – DIRECTED STUDY IN NURSING

1-6 credits.

Directed study offers the student an opportunity to work with a faculty member on an individual study program.

Requisites: Consent of instructor

Course Designation: Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2023

NURSING 699 – DIRECTED STUDY IN NURSING

1-4 credits.

Requisites: Consent of instructor

Course Designation: Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

NURSING 702 – HEALTH PROMOTION AND DISEASE PREVENTION IN DIVERSE COMMUNITIES

3 credits.

Best practice approaches to health promotion and disease prevention are explored from their theoretical foundations to clinical applications in diverse populations. Content focuses on the study and synthesis of epidemiologic evidence with emerging social, psychological, and biological science to critically examine and propose evidence-based strategies to improve health outcomes, mitigate risk, and reduce disparities at the population level. Epidemiological principles, levels of prevention, population health theory, infectious disease control, and considerations specific to health equity and ethical health promotion practice in populations will be addressed.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Describe current responsibilities and practice recommendations for advanced practice nurses and other providers as they relate to disease and injury prevention and health promotion.

Audience: Graduate

2. Interpret epidemiological data as foundational to the assessment of population health, design of interventions, and evaluation of outcomes, services, and care quality.

Audience: Graduate

3. Describe the complex mechanisms by which specific social, cultural, economic, political, and environmental determinants contribute to health outcomes, health-related behaviors, inequities, and disparate outcomes in vulnerable populations.

Audience: Graduate

4. Summarize the theoretical models that inform current understandings of health-related behaviors and health-promotion practice.

Audience: Graduate

5. Critically evaluate health communication for accessibility, accuracy, and cultural relevance.

Audience: Graduate

6. Critically evaluate health promotion and prevention strategies as applied to specific populations for potential effectiveness, unintentional harms or inequities, cultural congruence, and ethical implications.

Audience: Graduate

7. Propose culturally congruent, equitable, and evidence-based strategies to promote or protect the health of specific populations.

Audience: Graduate

NURSING 703 – HEALTH CARE AND PUBLIC POLICY

3 credits.

Provides a comprehensive overview of the U.S. healthcare system and policy-making process at the local, state, and federal levels, as well as an analysis of global health policies in other countries. Key policy issues covered include Medicare, Medicaid, the uninsured, public health, and healthcare reform. Addresses the role of key stakeholders, including policy-makers, interest groups, and the media on the development of health policy, as well as key forces involved in policy-making, including economics, innovation, social, ethical, and political factors. Examine the role and responsibility of nurse leaders and the impact of health policy on nursing practice at the individual, community, and population level.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Compare and contrast the U.S. health policy-making process and outcomes to other developed countries.

Audience: Graduate

2. Critically analyze health policies and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.

Audience: Graduate

3. Understand how public policies influence healthcare delivery, including the practice of nursing at the individual, community, and population level.

Audience: Graduate

4. Understand how data and research influence policy decisions.

Audience: Graduate

5. Create advocacy materials and tools in order to promote social justice, equity, and ethical health policies.

Audience: Graduate

NURSING 704 – LEADERSHIP IN ADVANCED PRACTICE NURSING I

3 credits.

Transition and expansion of leadership role for advanced practice. Emphasis on the development of effective, ethical leadership styles; interpretation of legal and professional requirements and regulations; examination of the ethics, values, beliefs, and norms of decision-making in interdisciplinary, collaborative practice.

Requisites: Declared in a Nursing graduate program

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Examine the history of Advanced Practice Nursing within the context of the evolution of the United States health care delivery system, and from the perspective of both nursing and non-nursing professions.

Audience: Graduate

2. Compare and contrast current APRN roles and responsibilities.

Audience: Graduate

3. Explore barriers and opportunities associated with enacting present and future APRN roles, including definitions of scope of practice and legal and financial issues.

Audience: Graduate

4. Understand the major elements of moral philosophy and demonstrate skill in applying these lines of reason to professional situations.

Audience: Graduate

5. Articulate the leadership dimensions of vision, collaboration, advocacy, and activism within the APRN role.

Audience: Graduate

6. Explore and present an area of interest that may be explored as a potential Scholarly Project.

Audience: Graduate

NURSING/MEDICINE/POP HLTH 705 – SEMINAR IN INTERDISCIPLINARY CLINICAL RESEARCH EVIDENCE

2-3 credits.

Exploration of interdisciplinary clinical research questions including strategies for assessing the evidence and methodology for conducting various types of literature reviews. Emphasizes an interdisciplinary perspective.

Requisites: SOC/POP HLTH 797 and STAT/B MI 542

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Develop an answerable clinical research question.
Audience: Graduate

2. Search relevant scientific literature using several electronic databases and other sources of evidence (published and unpublished) across disciplines.
Audience: Graduate

3. Manage sources of evidence with reference management software.
Audience: Graduate

4. Critically review published clinical research on a chosen topic.
Audience: Graduate

5. Develop a search strategy and conduct a systematic review or other form of evidence review.
Audience: Graduate

6. Present a planned or actual evidence review to interdisciplinary peers.
Audience: Graduate

7. Describe the implications for translation of the proposed evidence review from an interdisciplinary perspective.
Audience: Graduate

NURSING 706 – NURSING RESEARCH

3 credits.

Examines a variety of research methods available to address health care problems and issues in general, and nursing in particular.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Compare and contrast quantitative and qualitative research methods and their utility in answering particular research questions.
Audience: Graduate

2. Demonstrate understanding of the interrelationships among theory, research, and practice in nursing and health science.
Audience: Graduate

3. Understand the research process as developed in both quantitative and qualitative research traditions including: problem identification and definition, review of literature, research methods and design, principles or data collection, issues in sampling, and analysis and interpretation of findings.
Audience: Graduate

4. Critically evaluate research findings from quantitative and qualitative studies in the health sciences.
Audience: Graduate

5. Apply ethical criteria for the protection of human subjects in research.
Audience: Graduate

NURSING 708 – ETHICS FOR ADVANCED PRACTICE IN HEALTH CARE

2 credits.

Emphasis on the exploration of ethical knowledge development with a focus on clarification, analysis and justification relevant to advanced nursing practice; examination and development of learners' moral understanding; and distinguishing between moral and other professional responsibilities.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2024

Learning Outcomes: 1. Critically examine key ethical theories.

Audience: Graduate

2. Compare key assumptions, and engage in reflective thinking about advantages and disadvantages, as well as implications of alternative ethical theories.

Audience: Graduate

3. Apply ethical principles and systematic, sound reasoning to address ethical dilemmas in advanced nursing practice, complex settings, and varied populations.

Audience: Graduate

NURSING 709 – LEADERSHIP FOUNDATIONS: THE DISCIPLINE OF NURSING

2 credits.

Examination of the substantive foundations of the discipline of nursing from a broad range of perspectives and domains of knowledge. The emphasis is on the identification and analysis of phenomena of concern to nursing, scientific and theoretical underpinnings of the discipline, the centrality of health and environment, hallmarks of scholarliness, and nursing leadership and collaboration to actualize the goals of nursing. Provides a foundational knowledge, skills, and attitudes needed for nursing leadership and population health.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Compare and contrast the conceptual/philosophical, scientific, and ethical foundations of the discipline.

Audience: Graduate

2. Identify nursing phenomena of concern relevant to scholarship in advanced nursing practice in systems innovation and leadership or population health.

Audience: Graduate

3. Analyze theoretical foundations of nursing care.

Audience: Graduate

4. Evaluate definitions of scholarship, characteristics of scholars, and strategies for scholarliness in nursing.

Audience: Graduate

5. Identify the relevance of reflection, experience, and nursing leadership in collaboration with other health professions to meet the goals of nursing.

Audience: Graduate

6. Identify opportunities for DNP-educated advanced practice nurses prepared in systems innovations and leadership and population health to develop theoretically-informed practice approaches based on nursing's values and foundations.

Audience: Graduate

NURSING 711 – BUSINESS CONCEPTS IN HEALTHCARE

3 credits.

Designed to prepare nurse leaders to recognize, analyze, and respond to current business concepts (e.g., human resources, legal, regulatory, and accreditation), economic, and financial management topics in healthcare systems. Applies key financial and business concepts to healthcare and examines current issues and trends in healthcare finance, including accounting, budgeting, cost analysis, human resource management, and the regulatory environment. Opportunities to analyze and evaluate the revenue and costs associated with a specific healthcare delivery system at the program- or organizational-level. Utilizes case studies including financial and clinical data to effectively balance the administrative and clinical needs of today's healthcare environment.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**Learning Outcomes:** 1. Understand current and emerging concepts and trends in business, including basic accounting, human resource management (HRM), and legal and regulatory standards within healthcare organizations.

Audience: Graduate

2. Articulate the impact of state and federal laws on healthcare systems.

Audience: Graduate

3. Analyze current legal issues in healthcare.

Audience: Graduate

4. Assess the infrastructure and process to achieve regulatory and accreditation standards for a program, service, or healthcare system in area of students focus.

Audience: Graduate

5. Utilize an ethical framework to balance the administrative (economic) and clinical needs within an organization or program.

Audience: Graduate

NURSING 712 – HEALTH SYSTEMS LEADERSHIP AND INNOVATION PRACTICUM I

3 credits.

An opportunity to explore and analyze healthcare systems including practical skills in leading teams. An individualized planned practicum provides an opportunity to explore the leader roles (multiple settings) within the context of an administrative issues. Emphasis is on clinical engagement in management projects requiring critical assessment, design, planning, intervention, and evaluation activities using theoretical models and management tools. The focus is on the advanced systems analysis and design of programs and services within an organization/ community setting.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**Learning Outcomes:** 1. Assess the culture and infrastructure of complex healthcare systems.

Audience: Graduate

2. Evaluate care delivery approaches that meet current and future needs of patient populations.

Audience: Graduate

3. Participate in an interdisciplinary team improving individual, team, and/or organizational outcomes.

Audience: Graduate

4. Apply knowledge of selected concepts, models, and theories from nursing and management sciences to the management of health care resources.

Audience: Graduate

5. Enhance understanding of healthcare systems and leader roles.

Audience: Graduate

6. Describe the standards of care, staffing and performance, and consumer satisfaction influence on leadership and management practices within an organization.

Audience: Graduate

NURSING 713 – HEALTH SYSTEMS LEADERSHIP AND INNOVATION PRACTICUM II

3 credits.

Continue the application of leadership and management skills and role development with a focus on leadership and innovation within complex health settings and across multisector partnerships. Emphasis on clinical engagement in management projects requiring critical assessment, design, planning, intervention, and evaluation activities using theoretical models and management tools to leverage technology and innovation. Focuses on leadership and innovation of programs and services within an organization/community-setting.

Requisites: NURSING 712**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**Learning Outcomes:** 1. Apply knowledge of selected concepts, models, and theories from nursing and management sciences to the management of healthcare resources.

Audience: Graduate

2. Critically analyze contemporary challenges and trends within a practice setting, healthcare organization, community, and/or target population.

Audience: Graduate

3. Apply evidence-based research findings from nursing, behavioral, public health, information, and the natural sciences to the management of health care resources for a selected problem or project.

Audience: Graduate

4. Analyze methods and practices of planning, organizing, and evaluating used by health system leaders.

Audience: Graduate

5. Co-lead an interdisciplinary improvement team.

Audience: Graduate

6. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.

Audience: Graduate

7. Apply financial skills in the management of human resource capital.

Audience: Graduate

NURSING 714 – ADVANCED HEALTH SYSTEMS LEADERSHIP AND INNOVATION

3 credits.

Focuses on health innovation and leadership, integrating systems thinking and relevant theories to advance innovation and achieve sustainable change in contemporary health settings. Leaders apply and synthesize theories of leadership, innovation, informatics, and business concepts to complex healthcare issues to improve outcomes. Utilizes current and emerging issues, theories, and case studies to explore attributes of innovative leaders, emerging models of care, innovation models, design and adoption, mergers and affiliations in healthcare, and entrepreneurship.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**Learning Outcomes:** 1. Understand the importance of evidence-based innovation in healthcare.

Audience: Graduate

2. Compare and contrast leadership theories and models of innovation.

Audience: Graduate

3. Describe characteristics and skills of innovative leaders.

Audience: Graduate

4. Analyze an emerging innovation in healthcare.

Audience: Graduate

5. Analyze the culture and organizational design (infrastructure) of a healthcare system or department to support innovation and quality improvement.

Audience: Graduate

6. Identify strategies to increase the adoption of evidence-based healthcare innovations.

Audience: Graduate

7. Apply the principles of leadership, business, and healthcare economics in the development of a new innovative product, program, or service that will improve the quality of care delivery for a specific population, program, or system.

Audience: Graduate

NURSING 715 – EVALUATION OF HEALTH INFORMATICS SOLUTIONS

3 credits.

Evaluate and appraise health informatics and information technology in order to develop integrative approaches to the design, implementation and evaluation of health informatics solutions and problems. Application of standards, document architecture, decision support systems and heuristic rules and system life-cycle are key areas of focus. People and organization issues for system implementation and evaluation are applied to real data issues to examine privacy, data protection, and institutional responsibilities.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**Learning Outcomes:** 1. Develop integrative approaches to design, implementation, and evaluation of health informatics solutions consistent with legal, ethical, and privacy standards.

Audience: Graduate

2. Apply health informatics thinking and problem-solving to analysis, interpretation, and visualization of data.

Audience: Graduate

3. Demonstrate an understanding of how the platform, architecture, and system lifecycle are supported in health informatics and information technology systems.

Audience: Graduate

4. Evaluate decision support systems and tools to improve clinical and organizational outcomes.

Audience: Graduate

5. Assess how data is processed and transformed to usable information and knowledge for informed decision-making to support clinical health care and systems involved in health care.

Audience: Graduate

NURSING 719 – INDEPENDENT FIELD STUDY IN CLINICAL NURSING

1-6 credits.

Concentrated study and field work in a selected area of clinical nursing.

Requisites: Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2015**NURSING 720 – POPULATION HEALTH PRACTICUM I: WORKING IN THE AGGREGATE**

3 credits.

Experiential learning focused on the application of foundational skills and perspectives of advanced population health nursing practice. Provides an opportunity to synthesize, integrate, and apply new knowledge and skills and gain professional experience in population health. Emphasis is on aggregate assessment and evidence-based planning, including critical appraisal of existent data, generation of primary data, community engagement, participatory solution-finding, and the identification of evidence-based strategies to promote and protect health and well-being.

Requisites: NURSING 702 or concurrent enrollment**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**Learning Outcomes:** 1. Define and describe a population, community, or aggregate as related to a specific health issue.

Audience: Graduate

2. Select appropriate conceptual models, theories, and sources of data to better understand select population health issues or assess the health and well-being of aggregate populations.

Audience: Graduate

3. Select appropriate theoretical models and epidemiological, biostatistical, environmental, and socioeconomic data to assess the health and well-being of specific aggregate populations or to more fully understand select population health issues.

Audience: Graduate

4. Conduct a focused health assessment of a community or complex systems-level health issue, incorporating considerations of equity, ethics, history, and culture. Assessments should include upstream determinants and socioecological contexts, including cultural and political dimensions, inequities, historical trends, and other theoretical concepts as applicable.

Audience: Graduate

5. Engage key stakeholders, prioritize issues, and propose solutions to promote health or address gaps in care through employing collaborative processes, assessment findings, and current evidence.

Audience: Graduate

6. Articulate the value and challenges of community engagement and participatory problem-solving in effective health promotion.

Audience: Graduate

7. Use aggregate assessment findings, collaborative processes, theory, and best practice resources to share findings, prioritize issues, and propose solutions that aim to promote health, prevent illness or injury, improve health behaviors, or address gaps in care.

Audience: Graduate

8. Consistently demonstrate professionalism, insight, clear and effective communication skills, curiosity, and respect for different values, beliefs and practices.

Audience: Graduate

**NURSING 721 – POPULATION HEALTH PRACTICUM II:
COMMUNITY ACTION AND COLLECTIVE IMPACT**

3 credits.

Fosters advanced practice competencies and deeper understandings of collaborative practice in population health. Employ structured systems thinking, stakeholder engagement, and interdisciplinary leadership to investigate and address complex issues in population health. Advanced practice competencies to be developed include: structured approaches to systems thinking, community engagement, collaborative leadership, responsive communication, teamwork, multidisciplinary program planning, cross-sector collaboration, and collective impact.

Requisites: NURSING 720 and 723

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Apply structured systems thinking processes to complex population health issues and collaborative approaches to practice.

Audience: Graduate

2. Examine current models, frameworks, and principles of interprofessional and crosssector collaboration in population health practice.

Audience: Graduate

3. Employ principles of collaborative leadership, collective goal-setting, teamwork, and responsive communication in interdisciplinary and cross-sector efforts to promote population health.

Audience: Graduate

4. Use participatory planning strategies to prioritize the needs and experience of clients and respect the mission and resources of collaborative partners.

Audience: Graduate

5. Integrate ethical reasoning, empathic perspective-taking, and sensitivity to culture, historical context, and power in all aspects of population health practice.

Audience: Graduate

6. Consistently demonstrate professionalism, insight, clear and effective communication skills, curiosity, and respect for different values, beliefs and practices.

Audience: Graduate

**NURSING 722 – ADVANCED PRACTICE NURSING THEORY:
ADULTS AND OLDER ADULTS**

3 credits.

Examine theoretical perspectives and evidence-based approaches to human responses to health and illness during adulthood and old age. Concepts and research from multiple disciplines will be examined as a framework for reflective practice with adults.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Examine diverse theoretical perspectives on health and illness in adulthood and old age.

Audience: Graduate

2. Analyze empirical evidence for selected theoretical perspectives related to health and illness in adults and examine age, gender, and cultural differences.

Audience: Graduate

3. Evaluate the theoretical and empirical underpinnings of nursing assessments and interventions with adults.

Audience: Graduate

4. Determine best evidence for advanced nursing practice in a selected area.

Audience: Graduate

NURSING 723 – POPULATION HEALTH THEORY AND METHODS SEMINAR I: CONTEMPORARY ISSUES & POPULATION HEALTH ETHICS

2 credits.

Introduction to the foundational concepts, core functions, and professional values of advanced population health nursing. Contemporary issues in population health will be used to explore and integrate the epidemiological science, theoretical constructs, ethical considerations, and best practice strategies that underlie sound practice.

Requisites: NURSING 702

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Explain the unique perspectives, priorities, and conceptual frameworks and theories that guide advanced population health practice.

Audience: Graduate

2. Contrast ethical deliberations within biomedical research or individual healthcare practice with ethical decision-making in population health.

Audience: Graduate

3. Appraise the potential impacts, shortcomings, and ethical implications of typical approaches to population-level health promotion (health education, social marketing, clinical intervention, environmental or infrastructure changes, policy development and enforcement).

Audience: Graduate

4. Examine the social, historical, economic, environmental, and political forces, as well as the biological and cognitive processes, that shape individual behaviors and health outcomes, as well as the health and well-being of populations.

Audience: Graduate

5. Apply socioecological, physiological, behavioral, and developmental perspectives to select population health issues.

Audience: Graduate

6. Critically consider individual characteristics, upstream determinants, and other drivers of select population health issues to identify areas of opportunity and propose ethical strategies to mitigate risk, address inequities, and promote health and well-being.

Audience: Graduate

7. Discern common challenges to evidence-based practice and decision-making in population health.

Audience: Graduate

NURSING 724 – POP HEALTH THEORY & METHODS SEMINAR II: INTERDIS PRACTICE, COLLECTIVE IMPACT & COALITION BUILDING

2 credits.

Builds on existing practice knowledge and skills with concepts from systems thinking, complex problem-solving, interdisciplinary collaboration, community engagement, coalition-building, and collective impact. Explorations of "wicked" problems in population health will challenge you to consider novel partnerships, shared decision-making, and innovative, multifaceted approaches to practice.

Requisites: NURSING 721 or concurrent enrollment

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Appraise the advantages, shortcomings, and ethical implications of targeted, top-down, or bottom-up approaches to address complex problems in population health practice.

Audience: Graduate

2. Evaluate structured systems-thinking methods as strategies to better understand complex population health problems, as well as the diverse perspectives, priorities, and needs of impacted community members and interprofessional stakeholders.

Audience: Graduate

3. Engage in design-thinking with key stakeholders to learn from their perspective and propose community-centered solutions to complex challenges in population health.

Audience: Graduate

4. Identify basic concepts of effective teamwork, interprofessional ethics, and professionalism as an underpinning of collaborative population health practice.

Audience: Graduate

5. Anticipate potential ethical implications and unintended consequences of decision-making, policy-development, or resource allocation in addressing complex population health problems.

Audience: Graduate

6. Differentiate between collaboration, coalition-building, and collective impact as strategies to address complex population health challenges.

Audience: Graduate

**NURSING 725 – POPULATION HEALTH THEORY AND METHODS
SEMINAR III: EMERGING ISSUES AND SPECIALIZED ROLES**

2 credits.

Explore specialized roles, emerging issues, and current priorities in advanced population health nursing. Analyze novel and emergent population health challenges within context, and consider the unique knowledge, skills, and philosophies that prepared nurses can bring to solution-seeking and interdisciplinary efforts to promote or safeguard population health.

Requisites: NURSING 724

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

Learning Outcomes: 1. Investigate professional opportunities and organizations for nurses with advanced population health knowledge and skills.

Audience: Graduate

2. Examine socioecological, political, behavioral, environmental, structural, or biological trends that underlie emerging issues in population health and inform potential solutions.

Audience: Graduate

3. Apply an evidence-based and evaluative approach to examine current public health problems and formulate solutions.

Audience: Graduate

4. Explore emerging priorities and novel issues in population health and discuss the unique potential of advanced practice nurses in seeking solutions and promoting health.

Audience: Graduate

5. Appraise the relevance and value of advanced nursing knowledge, experience, and skills in interdisciplinary efforts to promote or safeguard the health of select populations.

Audience: Graduate

6. Propose innovative opportunities for advanced practice nurses to work independently or with others to promote population health across sectors and the health care continuum.

Audience: Graduate

NURSING 726 – FOUNDATIONS FOR APN CLINICAL PRACTICE I

3 credits.

Designed to advance knowledge for clinical decision making. Health promotion, illness prevention and common health conditions are emphasized.

Requisites: NURSING 601, 605, 811, and concurrent enrollment in NURSING 728

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2024

Learning Outcomes: 1. Apply advanced assessment skills, risk analysis and reduction, screening, and disease detection strategies into the health management plan.

Audience: Graduate

2. Incorporate primary, secondary and tertiary prevention strategies in the clinical management of a patient's wellness and health care needs.

Audience: Graduate

3. Integrate and evaluate evidence-based interventions and clinical guidelines into patient health promotion, disease prevention, and illness management plans.

Audience: Graduate

4. Identify and use appropriate counseling and education strategies to promote positive lifestyle and behavior changes.

Audience: Graduate

5. Incorporate advanced physiological, pathophysiological, pharmacologic and psychosocial concepts and principles into the clinical management plan of common and complex health problems.

Audience: Graduate

6. Develop clinical management plans that are culturally congruent and reflect patients and family beliefs and value systems across the lifespan.

Audience: Graduate

NURSING 727 – FOUNDATIONS FOR APN CLINICAL PRACTICE II

3 credits.

Designed to advance knowledge for clinical decision-making. Complex and chronic health conditions are emphasized while continuing to promote health maintenance within the context of existing health problems.

Requisites: NURSING 726, 728, and concurrent enrollment in NURSING 729

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Evaluate strategies of risk analysis and reduction, screening and disease detection.

Audience: Graduate

2. Refine primary, secondary and tertiary prevention strategies into the clinical management of a patient's wellness and health care needs.

Audience: Graduate

3. Analyze and integrate evidence-based interventions and clinical guidelines in patient health promotion, disease prevention, and illness management plans.

Audience: Graduate

4. Initiate and evaluate appropriate counseling and patient education strategies to assist patients to make positive lifestyle and behavioral changes.

Audience: Graduate

5. Apply advanced physiological, pathophysiological, pharmacologic and psychosocial concepts and principles into the clinical management of common and complex health problems across a variety of settings.

Audience: Graduate

6. Collaborate with individuals and families to implement clinical management plans that are culturally congruent and reflect patient and family beliefs and value systems across the lifespan.

Audience: Graduate

7. Analyze patient data and develop individualized management plans based on current evidence and appropriate resources.

Audience: Graduate

NURSING 728 – ADVANCED PRACTICE CLINICAL APPLICATION AND ROLE DEVELOPMENT I

1-4 credits.

Supervised clinical practicum focuses on the continued development and application of advanced health promotion, assessment and clinical management skills within the context of chronic illness and complex health issues.

Requisites: Concurrent enrollment in NURSING 726

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2024

Learning Outcomes: 1. Formulate initial conceptualization of the APN role within the context of clinical practice.

Audience: Graduate

2. Employ a comprehensive and systematic health assessment for common clinical situations, incorporating diverse and culturally congruent approaches.

Audience: Graduate

3. Utilize clinical decision making process to identify and prioritize client health issues.

Audience: Graduate

4. Demonstrate application of health promotion, disease prevention and health behavior change principles to provide education and health counseling to clients.

Audience: Graduate

5. Develop therapeutic relationships with clients and families and formulate inter-professional partnerships to facilitate optimal care and patient outcomes.

Audience: Graduate

6. Select and implement therapeutic interventions based on current evidence and appropriate practice guidelines.

Audience: Graduate

7. Demonstrate accurate documentation of client encounters.

Audience: Graduate

NURSING 729 – ADVANCED PRACTICE CLINICAL APPLICATION AND ROLE DEVELOPMENT II

1-4 credits.

Supervised clinical practicum focuses on the continued development and application of advanced health promotion, assessment and clinical management skills within the context of chronic illness and complex health issues.

Requisites: Concurrent enrollment in NURSING 727

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Demonstrate developing Advanced Practice Nursing role within the context of health care systems.

Audience: Graduate

2. Employ a comprehensive and systematic health assessment for complex or chronic health conditions, incorporating diverse/culturally congruent approaches.

Audience: Graduate

3. Utilize clinical decision making process and clinical judgment to identify and prioritize client and population health issues.

Audience: Graduate

4. Tailor application of principles of health promotion, disease prevention, and health behavior change to provide education and health counseling to clients.

Audience: Graduate

5. Develop therapeutic relationships with clients and their families and utilize inter-professional partnerships to facilitate optimal care and patient outcomes.

Audience: Graduate

6. Initiate, evaluate, and modify evidence-based therapeutic interventions based on current evidence, appropriate practice guidelines, and client goals, lifestyle and cultural beliefs.

Audience: Graduate

7. Utilize advanced communication and documentation skills to enhance care delivery.

Audience: Graduate

NURSING 730 – CRITICAL SOCIAL THEORIES IN POPULATION HEALTH

2 credits.

Examines the application of critical social theories in population health promotion when intersectionality, bias, and social inequities are social determinants of population health disparities. Intended to provide an opportunity to apply critical social theories to long-standing population health disparities and contemporary social health problems such as despair, homelessness, and loneliness. Emphasis on the appraisal of intersectionality, bias, and inequities in previous, present, or potential population health promotion strategies to eliminate health disparities.

Requisites: NURSING 723 or concurrent enrollment

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Apply definitions and descriptions of population, community, and aggregate to specific social health determinants.

Audience: Graduate

2. Explain the value, limitations, and applicability of critical social theories in population health.

Audience: Graduate

3. Select and apply appropriate critical social theories to a specific population, population health promotion program, or population health promotion policy.

Audience: Graduate

4. Write a focused population health assessment of a community that includes the community's social ecology.

Audience: Graduate

5. Apply critical social theory in a policy or program proposal to eliminate a specific population health disparity.

Audience: Graduate

6. Consistently demonstrates professionalism, insight, clear and effective communication skills, curiosity, and respect for different values, beliefs, and practices.

Audience: Graduate

**NURSING 736 – PEDIATRIC ASSESSMENT FOR MENTAL HEALTH
ADVANCED PRACTICE NURSES**

1 credit.

Advance students' knowledge of pediatric development to enhance clinical decision-making with emphasis on applying advanced assessment skills to the child and adolescent population.

Requisites: Declared Post-Graduate Psychiatric Mental Health Nursing Capstone Certificate or (NURSING 601, NURSING/PHM PRAC 605, and NURSING 811)

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2023

Learning Outcomes: 1. Apply advanced health assessment skills to the child and adolescent population

Audience: Graduate

2. Evaluate varied child development theories

Audience: Graduate

3. Identify how various types of trauma impact normative developmental processes in children and adolescents

Audience: Graduate

**NURSING 741 – ADVANCED PRACTICE NURSING THEORY: FAMILY
PROCESS & CHILD DEVELOPMENT**

3 credits.

Analyzes selected family and child development theories and research that inform advanced practice nursing. Applies these concepts to assess child and family needs, enhance the parent-child relationship, and develop family-centered, culturally responsive interventions in health and illness.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Describe the nature of a family-centered, culturally responsive approach to health care.

Audience: Graduate

2. Identify changing trends in family structure, parenting practices, and health-illness patterns as well as their implications for practice and research.

Audience: Graduate

3. Gain insights about family dynamics, the bidirectional influence of relationships within families, and the impact of developmental transitions, culture and illness on these relationships.

Audience: Graduate

4. Analyze and apply family theories to practice and inform interventions that enhance the quality of parent-child relationships.

Audience: Graduate

5. Analyze theories of child development and related research, and the relevance of these to providing developmental guidance in the advanced practice of nursing with children/parents.

Audience: Graduate

6. Describe the contribution of individual differences, such as temperament and coping style, to family interactions and functioning.

Audience: Graduate

7. Evaluate specific child development and family research studies.

Audience: Graduate

8. Formulate a framework for child and family assessment for a specific family or population of families managing a normative or situational transition or a health/illness situation.

Audience: Graduate

NURSING/PHM PRAC/SOC WORK 746 – INTERDISCIPLINARY CARE OF CHILDREN WITH SPECIAL HEALTH CARE NEEDS

3 credits.

Interdisciplinary team care of children with special health care needs across the trajectory of illness presented within the context of family, culture, social determinants of health, community, and healthcare policy. Students introduced to interdisciplinary, collaborative, family-centered team care.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Describe the interdisciplinary team approach to the care of the child with a chronic illness from the perspective of a child with a chronic illness and their family, community care providers, and each of the disciplines involved, including the student's own.

Audience: Graduate

2. Demonstrate an understanding of issues relating to larger social and cultural context for the care of children with chronic illness.

Audience: Graduate

3. Identify and assess healthcare delivery systems and financing for children with chronic illness.

Audience: Graduate

4. Describe ways to advocate for pediatric patients with chronic disease and their families at an individual level and a policy level.

Audience: Graduate

NURSING 751 – ADVANCED PRACTICE NURSING THEORY: PSYCHIATRIC MENTAL HEALTH

3 credits.

Analysis and integration of selected theories and models in psychotherapy, neuroscience, mental health, psychiatric disorders, and advanced psychiatric mental health nursing in complex care settings with diverse patients, communities, and populations.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Effectively analyze and integrate into practice major theories/models of psychotherapy, neuroscience, mental health care, psychiatric disorders, and advanced practice psychiatric mental health nursing.

Audience: Graduate

2. Analyze the implications of how implementation of various theoretical frameworks impact policies, programs, and practices on various populations (e.g. children/adolescents, women, survivors) living with psychiatric mental health disorders and/or psychosocial stress.

Audience: Graduate

3. Apply theory-based frameworks to guide advanced practice psychiatric mental health nursing practice.

Audience: Graduate

NURSING/PHARMACY/PHY ASST/PHY THER/PUBLHLTH 758 – INTERPROFESSIONAL PUBLIC HEALTH LEADERSHIP

1 credit.

Build skills in collaboration, problem solving, and reflection to approach complex community-based public health problems contribute to becoming a public leader. Explore the six levels of public health leadership through the practices of current and past public health leaders, case studies, and personal experience.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2019

Learning Outcomes: 1. Describe the roles and responsibilities of their profession with all participating health professional students, while examining the roles and responsibilities of all other health professions.
Audience: Graduate

2. Compare and contrast the diversity of expertise among participating health professions.
Audience: Graduate

3. Apply their profession's roles and responsibilities to case studies that address complex public health issues.
Audience: Graduate

4. Describe what it means to be part of an interprofessional team and illustrate how the different professions and systems can complement and facilitate one another in addressing public health issues.
Audience: Graduate

5. Apply the principles of public health leadership via reflective exercises, case studies and facilitated discussion.
Audience: Graduate

6. Promote a public health cause or principle through legislative advocacy.
Audience: Graduate

7. Elucidate the importance of reflection as a life-long learning and leadership tool.
Audience: Graduate

NURSING 761 – HEALTH PROGRAM PLANNING, EVALUATION, AND QUALITY IMPROVEMENT

3 credits.

Provides content in theory, concepts, and methods of program planning and evaluation in the context of health care and community health organizations. Provides basic concept related to designing and implementing health services quality improvement projects.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Examine the critical elements of quality process improvement history, methods, and practice.
Audience: Graduate

2. Apply basic quality improvement methodologies to a process in a health care or community health organization.
Audience: Graduate

3. Examine the critical elements of health program planning and evaluation models.
Audience: Graduate

4. Analyze strengths and weaknesses of proposed health programs.
Audience: Graduate

5. Construct a program plan that demonstrates ability to conduct needs assessment, create measurable objectives, design interventions, develop a budget, and conduct process and outcomes evaluation.
Audience: Graduate

6. Develop and apply strategies to work collaboratively in small groups.
Audience: Graduate

NURSING 764 – NURSING AND HEALTH INFORMATICS

3 credits.

Application of computer and information technologies to support nursing in the diagnosis and treatment of human responses to health, illness, and developmental challenges. Identification of information processing challenges and evaluation of informatics solutions. Ethical, legal and social issues related to informatics in patient care.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2024

Learning Outcomes: 1. Recognize, analyze, and pose solutions for information processing challenges as faced by nurses and other health professionals managing select patients, populations, or groups.

Audience: Graduate

2. Identify the current state of development of major areas within nursing and health informatics.

Audience: Graduate

3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.

Audience: Graduate

4. Consistent with ethical, legal, and social considerations, devise and evaluate biomedical informatics solutions to the information processing challenges identified.

Audience: Graduate

NURSING/LAW 768 – HEALTH JUSTICE CLINIC

1-7 credits.

Interdisciplinary health advocacy clinic providing broad individual and system advocacy for patients facing life changing health events. Advocacy topics include: medical decision-making, insurance, medical debt, disability and related policies and laws.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Identify and describe personal values and beliefs related to patient advocacy.

Audience: Graduate

2. Identify how racism, sexism, homophobia, transphobia, ablism and other forms of oppression impact clients and the delivery of health care in the US.

Audience: Graduate

3. Communicate effectively in writing and in conversation to a range of audiences including patients.

Audience: Graduate

4. Recognize opportunities for advocacy in individual client situations.

Audience: Graduate

5. Design effective advocacy plans to address client needs.

Audience: Graduate

6. Recognize ethical dilemmas and develop informed plans for ethical practice.

Audience: Graduate

NURSING 772 – LEADERSHIP AND ORGANIZATIONAL DECISION-MAKING IN HEALTH CARE

3 credits.

Provides healthcare leaders with the knowledge, skills, and competencies to improve patient, organization and health system outcomes. Effective organizational and systems leadership will help to eliminate health disparities and promote patient safety and excellence in practice. Includes the analysis, integration, and application of principles of leadership and management to healthcare organizations and to population-based efforts across the healthcare delivery system including a basic introduction to finance. Emphasis is placed on the practical skills needed to succeed as leaders in today's complex environments.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2024

Learning Outcomes: 1. Able to formulate and communicate a vision as a leader.

Audience: Graduate

2. Apply leadership and organizational theories to healthcare systems.

Audience: Graduate

3. Assess organizational culture and infrastructure of a healthcare organization or department.

Audience: Graduate

4. Utilize knowledge of organizational culture in planning and delivery of healthcare programs and services.

Audience: Graduate

5. Evaluate healthcare delivery systems to meet current and future needs of specified populations with a focus on process and outcomes.

Audience: Graduate

6. Discuss the principles of team science and team dynamics in healthcare.

Audience: Graduate

7. Demonstrate effective leadership communication incorporating interprofessional communication practices.

Audience: Graduate

8. Employ principles of accounting, finance, and strategic planning in the development of a business plan for a new program or service.

Audience: Graduate

NURSING 784 – TEACHING AND LEARNING STRATEGIES FOR CLINICAL AND SIMULATION ENVIRONMENTS IN HEALTHCARE PROFESSIONS

3 credits.

Integrates teaching and learning theories and evidence-based strategies for educating undergraduate and graduate health professions students in clinical and simulation environments. Provides principles, models, and processes to plan, implement and evaluate teaching and learning experiences through curated readings, activities, and self-reflection. Applies strategies such as the integration of personal attributes and teaching style, use of technology, and a student-centered approach to develop optimal teaching practices.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Learning Outcomes: 1. Demonstrate understanding of selected teaching and learning theories and their applications to a diverse student body.

Audience: Graduate

2. Integrate technology, innovative active learning strategies, and interprofessional education to create student-centered learning activities in the clinical and simulation environment.

Audience: Graduate

3. Construct a plan for assessment of individual student learning outcomes related to clinical and simulation environments.

Audience: Graduate

4. Develop a plan for evaluation of aggregate student and course outcomes related to clinical and simulation-related experiences.

Audience: Graduate

5. Summarize best practices for creating an inclusive and supportive learning environment.

Audience: Graduate

6. Apply strategies to manage the learning environment and support individual student needs.

Audience: Graduate

NURSING 785 – FOUNDATIONS OF CURRICULUM DEVELOPMENT AND EVALUATION FOR HEALTHCARE PROFESSIONS

3 credits.

Develop an understanding of higher education curriculum rooted in the healthcare professions. Undergraduate and graduate level program structures are examined, including traditional and innovative designs. Processes of curriculum development, including needs assessment, implementation, evaluation, and outcomes assessment that provide the foundation for course scope and content inclusion. Guiding conceptual frameworks and underlying philosophical, political, and professional issues that impact curriculum development and change are examined. Current issues relevant to curriculum.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**Learning Outcomes:** 1. Examine the processes of curriculum development.

Audience: Graduate

2. Analyze the components of a curriculum.

Audience: Graduate

3. Assess the impact of current trends and themes in healthcare professions education, including professional and societal issues, and the impact on curriculum development and delivery.

Audience: Graduate

4. Compare and contrast undergraduate and graduate level program structures, both traditional and innovative, in healthcare professions and their implications for practice.

Audience: Graduate

5. Design key elements of a curriculum, including framework and outcomes.

Audience: Graduate

NURSING 786 – TEACHING AND LEARNING STRATEGIES FOR THE CLASSROOM AND ONLINE ENVIRONMENTS IN HEALTHCARE PROFESSIONS

3 credits.

Integrates teaching and learning theories and evidence-based strategies for educating undergraduate and graduate health professions students in classroom and online environments. This course provides students with principles, models, and processes to plan, implement and evaluate teaching and learning experiences through curated readings, activities, and self-reflection. Students will apply strategies such as the integration of personal attributes and teaching style, use of technology, and a student-centered approach to develop optimal teaching practices.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**Learning Outcomes:** 1. Demonstrate understanding of selected teaching and learning theories and their applications to a diverse student body.

Audience: Graduate

2. Integrate technology, innovative active learning strategies, and interprofessional education to create student-centered learning activities in the clinical and simulation environment.

Audience: Graduate

3. Construct a plan for assessment of individual student learning outcomes related to clinical and simulation environments.

Audience: Graduate

4. Develop a plan for evaluation of aggregate student and course outcomes related to clinical and simulation-related experiences.

Audience: Graduate

5. Summarize best practices for creating an inclusive and supportive learning environment.

Audience: Graduate

6. Apply strategies to manage the learning environment and support individual student needs

Audience: Graduate

NURSING 787 – TEACHING AND LEARNING IN HEALTHCARE PROFESSIONS PRACTICUM

3 credits.

Immersive and comprehensive experience designed to prepare healthcare professional students for roles as effective educators. Dynamic blend of theoretical coursework, experiential hands-on teaching, and educational experiences to grow expertise in curriculum development, inclusive instructional design, and assessment strategies. Through collaboration with experienced preceptors, refine pedagogical skills, fostering an understanding of diverse learning styles and effective communication in the healthcare education context. Emphasis will be placed on evidence-based teaching methods, utilization of the latest technologies and innovative approaches to enhance student engagement.

Requisites: NURSING 784, 785, or 786

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Demonstrate innovative teaching strategies based on educational theory to enhance student engagement, motivation, and achieve learning outcomes.

Audience: Graduate

2. Utilize educational technologies and tools to support student learning.

Audience: Graduate

3. Apply evidence-based practices to design engaging learning activities that support various learning styles and student needs.

Audience: Graduate

4. Demonstrate the ability to create and maintain an inclusive and welcoming learning environment.

Audience: Graduate

5. Engage in ongoing professional role development by seeking feedback, participating in reflective practices, and staying informed about current trends and research in higher education teaching.

Audience: Graduate

NURSING 798 – MASTER'S RESEARCH PRACTICUM

3 credits.

Promotes learning of the research process in nursing through direct experience. Work closely with faculty to determine the nature, scope and design of the research experience. NURSING 700 or 701

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2014

NURSING 799 – INDEPENDENT STUDY

1-6 credits.

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2024

NURSING 800 – HEALTH EQUITY IN NURSING AND HEALTH RESEARCH

2 credits.

Examination of key concepts in health disparities and health equity as they apply to nursing and related health research. Identification of structural and social determinants of equity that shape health at multiple levels, across the health and wellness continuum, in all health domains and throughout the life course. Emphasis on implications for the design, conduct, interpretation, and dissemination of nursing and health research.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Evaluate concepts of health, health disparities, and health equity

Audience: Graduate

2. Discuss structural (e.g., laws, policies, systems, institutions), social (e.g., racism, ethnocentrism, sexism, socioeconomic deprivation, geography), and individual and community factors (e.g., resilience) that contribute to health equities / inequities and related implications for health research

Audience: Graduate

3. Appraise relevant theory and methodological approaches used in health equity research

Audience: Graduate

4. Critically analyze published research for social bias

Audience: Graduate

5. Design research that integrates structural and social determinants of health

Audience: Graduate

NURSING 801 – THEORY IN NURSING RESEARCH

2 credits.

Examination of middle-range theory, micro-theory, and conceptual frameworks and their application in nursing science, with emphasis on critique and selection of a theory and/or framework to guide the student's research.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Learning Outcomes: 1. Discuss foundations of nursing theory, their structure and scope, and the importance of theory in nursing science

Audience: Graduate

2. Evaluate methods of theory development including positivistic and inductive approaches, and examples of extending and refining theory over time

Audience: Graduate

3. Critically analyze the utility of various theories, including the application and operationalizability of theory in research

Audience: Graduate

4. Appraise theory from nursing, biological, behavioral, and other sciences

Audience: Graduate

5. Select or adapt an existing theory or create a beginning conceptual framework to guide the student's early research efforts

Audience: Graduate

NURSING 802 – ETHICS AND THE RESPONSIBLE CONDUCT OF RESEARCH

1 credit.

Ethical issues in the design, conduct and reporting of research are examined in the context of the nature of the scientific endeavor, the structure of the research community, and professional and federal guidelines for supporting scientific integrity and controlling misconduct.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2024

Learning Outcomes: 1. Understand ethical issues in the conduct of research.

Audience: Graduate

2. Recognize one's own ethical/moral biases in ethical decisions.

Audience: Graduate

3. Develop the conceptual tools to recognize ethical dilemmas.

Audience: Graduate

4. Identify and analyze options for action, and make appropriate decisions.

Audience: Graduate

NURSING 803 – QUANTITATIVE DESIGN AND METHODS

4 credits.

Focuses on the conduct of research primarily from empirical, analytical traditions. Address the integration of research paradigms, questions, designs, and methods for such research. Compare details, characteristics, strengths and limitations of alternative research designs and methods. Discuss issues and standards for preparing research proposals for different purposes (e.g., institutional review boards for human subjects, NIH) to advance the nursing discipline.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

Learning Outcomes: 1. Gain understanding and skills in selected quantitative research designs and methods.

Audience: Graduate

2. Analyze advantages and limitations of different quantitative methods for studying phenomena relevant to nursing and/or health care broadly defined.

Audience: Graduate

3. Substantively critique published quantitative research and funding proposals on multiple dimensions (e.g., conceptual, theoretical, methodological, ethical, analytical, historical, practical).

Audience: Graduate

4. Demonstrate skills in integrating knowledge from empirical literature, logical arguments, theory, and research methods for writing quantitative research proposals to advance knowledge relevant to nursing and/or health care.

Audience: Graduate

NURSING 804 – QUALITATIVE DESIGN AND METHODS

3 credits.

Focuses on how to conduct qualitative research. Content addresses the philosophical underpinnings of various interpretive qualitative methodologies to assist in matching the best method to particular research questions. Engage in research procedures associated with various qualitative traditions.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Gain an understanding and skills in a range of qualitative research designs and methods.

Audience: Graduate

2. Analyze the relationship between underlying philosophies and assumptions and the different qualitative approaches to nursing research.

Audience: Graduate

3. Critically examine the advantages, and limitations of different qualitative research methods in the context of clinical nursing phenomena.

Audience: Graduate

4. Demonstrate an ability to select the most appropriate qualitative approach for a specific research question.

Audience: Graduate

5. Critique published qualitative research and grant proposals, integrating the above knowledge.

Audience: Graduate

NURSING 805 – MEASUREMENT IN HEALTH RESEARCH

3 credits.

Major issues in developing, testing, and using research instruments, including links between concepts, variables, and measures; theories of measurement and scaling, including reliability and validity testing; and using measures in research.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Explore theories of measurement and scaling and their application to instrument development.

Audience: Graduate

2. Identify and define the various properties of measurement tools in science and critique their application.

Audience: Graduate

3. Demonstrate skill in testing various forms of reliability of health research instruments.

Audience: Graduate

4. Demonstrate skill in testing various forms of validity of health research instruments.

Audience: Graduate

5. Demonstrate skill in evaluating health research instruments for practical feasibility, appropriateness for intended populations, generalizability, and sensitivity in detecting differences among groups or change over time.

Audience: Graduate

NURSING 806 – EVALUATION AND APPLICATION OF EVIDENCE-BASED PRACTICE

3 credits.

Evaluate collective evidence and apply it, as appropriate, as a basis for improving nursing practice, health care, and healthcare outcomes.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Use principles of evidence-based practice (EBP) in understanding research, analyzing practice, and evaluating practice change.

Audience: Graduate

2. Describe how the hierarchy of evidence varies depending upon the type of clinical questions posed or areas of practice for which evidence is being sought.

Audience: Graduate

3. Evaluate the quality of evidence using established criteria, as indicated by the categories of recommendations.

Audience: Graduate

4. Synthesize collective evidence in their area of interest.

Audience: Graduate

5. Address issues related to applying EBP to their area of interest.

Audience: Graduate

6. Apply concepts of risk in evaluating patient outcomes.

Audience: Graduate

NURSING 807 – GROUNDED THEORY RESEARCH

3 credits.

A comprehensive understanding of the intellectual traditions that informed the development of grounded theory, variations of grounded theory (second generation), and to provide an opportunity for active participation in grounded theory research. Requires hands-on participation in a field-research project of the student's choice, engaging in data-collection and analysis, and in-depth readings in symbolic interaction and grounded theory method.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2024

Learning Outcomes: 1. Describe the conceptual underpinning of grounded theory.

Audience: Graduate

2. Identify the cannon and procedures for conducting a grounded theory study.

Audience: Graduate

3. Participate in data collection and analysis using grounded theory methodology.

Audience: Graduate

4. Describe approach and methods for publishing qualitative research.

Audience: Graduate

5. Describe various 2nd generation grounded theory approaches.

Audience: Graduate

NURSING 811 – ADVANCED PATHOPHYSIOLOGY

3 credits.

In-depth study of selected physiological and pathophysiological concepts with application to advanced clinical practice across the lifespan.

Requisites: Declared in a Nursing graduate program

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Examine selected comprehensive physiological phenomena.

Audience: Graduate

2. Apply pathophysiological and physiological principles to selected clinical problems.

Audience: Graduate

3. Critique recent literature relevant to selected clinical problems.

Audience: Graduate

NURSING 815 – KNOWLEDGE DEVELOPMENT IN NURSING

3 credits.

Examination of the history of the discipline of nursing, with emphasis on the evolution of debates regarding what is known and how it is known.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Analyze critically the development of scientific thinking.

Audience: Graduate

2. Debate about the nature, sources, and development of knowledge in nursing.

Audience: Graduate

3. Ability to analyze critically debates about the syntax (methodology) of the discipline.

Audience: Graduate

4. Conduct a systematic, written concept analysis relevant to nursing or healthcare.

Audience: Graduate

NURSING 816 – PROSEMINAR IN NURSING RESEARCH

1 credit.

Focus on professional development and socialization to the role of nurse scientist. Discussion emphasizes career development planning including traditional and alternative roles for PhD-prepared nurses, and current and emerging topics of importance to nursing science. The planned and ongoing research of graduate students and faculty in nursing will be featured as relevant.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Engage in individual development planning and socialization to the role of doctoral student and evolving role as nurse scholar / scientist.

Audience: Graduate

2. Analyze current and emerging topics of importance to nursing science, including relevance to the student's own program of research.

Audience: Graduate

3. Examine professional development issues including pre- and post-doc training goals, professional mentorship, funding, academic and alternative career paths, models of leadership in nursing, and nursing education.

Audience: Graduate

NURSING 818 – PATIENT-CENTERED RESEARCH

3 credits.

Addresses conceptual and methodological perspectives in how patient-centered research and family-centered care research is conducted, from the development through the testing and implementation of interventions. Attention is given to various conceptualizations of patient-centeredness, to the behavioral and physiological origins of patient-centered interventions, family-centered care interventions, and to the trajectory of testing such interventions, from descriptive studies to experimental trials.

Requisites: NURSING 815

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Discuss the differences between patient-centered research and terms with similar concepts such as patient-centered care, patient-focused care, motivational interviewing.

Audience: Graduate

2. Discuss family-centered care research, and difference between similar concepts including family-centered research.

Audience: Graduate

3. Analyze one program of patient-centered research and one program of family-centered care research.

Audience: Graduate

4. Synthesize the issues involved in tailoring an intervention and research methodology to test feasibility, acceptability, and effectiveness of the tailored intervention.

Audience: Graduate

NURSING 819 – CLINICAL FIELD PRACTICUM - RESEARCH IN HEALTH CARE SETTINGS

3 credits.

A field experience in preparation for conducting clinical research in the health care setting that corresponds to the a chosen health problem, phenomenon, or population of interest. Engage as participants and observers in the care setting to deepen your knowledge of the selected health problem and to examine the application of theory and research in the care setting. Negotiate a field experience with a selected agency or institution. Includes discussion of instructional experiences and issues.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2024

Learning Outcomes: 1. Synthesize the state of the science regarding the selected health problem or phenomenon as experienced in the care setting, including practice issues and research questions that could improve the health or patients/clients.

Audience: Graduate

2. Critically evaluate the application of relevant theories or physiologic models to the health problem as experienced in the selected care setting.

Audience: Graduate

3. Identify and analyze patient, provider, and system factors present in the care setting that may influence the formulation of research questions, study design and conduct, interpretation of findings and translation into practice.

Audience: Graduate

4. Describe operational procedures and issues for conducting research in the selected care setting.

Audience: Graduate

5. Demonstrate the ability to synthesize and communicate relevant research findings to practitioners and potential research collaborators in the care setting.

Audience: Graduate

NURSING 826 – FOUNDATIONS FOR APN CLINICAL PRACTICE III

3 credits.

Advance knowledge for clinical decision-making. Coordination of complex care across systems and settings will be emphasized.

Requisites: NURSING 727 and 729

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2024

Learning Outcomes: 1. Refine clinical decision-making skills related to the care of patients with complex and co-existing health care needs.

Audience: Graduate

2. Coordinate care for patients or populations across settings.

Audience: Graduate

3. Collaborate with other healthcare professionals to improve the care of patients with complex or co-existing health problems.

Audience: Graduate

4. Utilize technology to facilitate care across systems and settings.

Audience: Graduate

5. Utilize integrative strategies to assist individuals and families in achieving optimal health and wellness.

Audience: Graduate

6. Evaluate models of care designed to reduce health disparities across systems and settings.

Audience: Graduate

7. Analyze and evaluate the links between clinical practice, organizational goals, and fiscal and policy issues.

Audience: Graduate

NURSING 828 – CLINICAL LEADERSHIP III

1-4 credits.

A supervised clinical practice to enhance clinical leadership skills within the role of an Advanced Practice Nurse. Collaborate with a faculty course professor and clinical preceptor to meet individualized learning objectives.

Requisites: NURSING 729

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2024

Learning Outcomes: 1. Demonstrate and maintain an advanced level of independent clinical judgment and systems thinking.

Audience: Graduate

2. Engage in the evaluation and translation of research into evidence-based care that improves patient/population outcomes.

Audience: Graduate

3. Support an active role in the mentorship and guidance of nurses in the clinical setting to promote excellence in nursing practice.

Audience: Graduate

4. Employ effective inter-professional communication and collaborative leadership skills in the application and evaluation of practice models.

Audience: Graduate

5. Assess the use of evidence-based practice guidelines and standards of care in the organizational setting and formulate recommendations for improvements.

Audience: Graduate

NURSING 829 – CLINICAL LEADERSHIP IV

1-4 credits.

A supervised clinical practice to enhance clinical leadership skills within the role of an Advanced Practice Nurse. Collaborate with a faculty course professor and clinical preceptor to meet individualized learning objectives.

Requisites: NURSING 828

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Demonstrate increased independence in and integration of advanced levels of clinical judgment, systems thinking, and engagement in the evaluation and translation of research into evidence-based care that improves patient/population outcomes.

Audience: Graduate

2. Expand their leadership role to mentor and support members of the inter-professional patient care team to achieve excellence in and accountability for quality in care of patients or populations.

Audience: Graduate

3. Demonstrate the ability to implement, revise or improve inter-professional practice models in the clinical setting.

Audience: Graduate

4. Critically appraise the use of evidence-based practice guidelines and standards of care in the clinical setting, recommend improvements, and evaluate the outcome of recommended improvements.

Audience: Graduate

NURSING 830 – LEADERSHIP, ROLE DEVELOPMENT, AND RESOURCE STEWARDSHIP PRACTICUM

3 credits.

Expand and strengthen leadership skills, enhance understanding of specialized advanced practice role including strategic planning and resource stewardship. Collaborate with course faculty and designated preceptors to establish and achieve individualized learning goals that directly pertain to specialty roles in advanced nursing practice.

Requisites: NURSING 712, 713, and 847

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Demonstrate advanced leadership skills, systems thinking, and strategic engagement.

Audience: Graduate

2. Mentor members of the interprofessional team to achieve excellence and accountability for quality management of populations and/or programs.

Audience: Graduate

3. Engage in strategic planning, partnership, resource development and stewardship.

Audience: Graduate

4. Analyze ethical and legal issues associated with health systems management practice.

Audience: Graduate

5. Engage in the structural, political and economic issues integral in the leadership role and system wide implications of decision making.

Audience: Graduate

6. Create a professional development plan for future role.

Audience: Graduate

NURSING 847 – HEALTH POLICY PRACTICUM

3 credits.

Provides a policy field experience that corresponds to a targeted focus area, phenomenon, or population of interest. Negotiate a policy experience with a selected agency or institution. Analyze relevant policies to your population of interest and actively influence the design, development, and implementation of a policy. Examine strategies to accelerate policy adoption and implementation.

Requisites: Declared in a Nursing graduate program

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2024

Learning Outcomes: 1. Examine the role and translation of research and other types of evidence in developing and revising policies in the selected agency or institution.

Audience: Graduate

2. Critically appraise research and identify gaps related to the policies influencing the health problem, phenomenon, or population of interest.

Audience: Graduate

3. Demonstrate the ability to synthesize and communicate relevant research findings to individuals involved in policy-making, including key stakeholders.

Audience: Graduate

4. Effectively Influence policy-makers through active participation at the program level on committees, boards, and/or task forces, and at the institutional, local, state, regional, national, and/or international levels to improve healthcare delivery and outcomes.

Audience: Graduate

5. Demonstrate leadership in the design, development, implementation, and/or evaluation of program, institutional, local, state, federal, and/or international health policy as demonstrated in student practicum activities and deliverables.

Audience: Graduate

NURSING/ED PSYCH/HDFS/SOC WORK 880 – PREVENTION SCIENCE

3 credits.

Theoretical, empirical and practical foundation for prevention science as it relates to the prevention of human social problems. Research and evaluation methods, program design strategies, best practices and policy as they relate to the field of prevention are also examined.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2024

NURSING/ED PSYCH/HDFS/SOC WORK 881 – CAPSTONE SEMINAR IN PREVENTION SCIENCE

1 credit.

An opportunity to meet with prevention professionals and scholars from across campus and the community to explore current and emerging issues of prevention research and professional practice. Students must complete HDFS/ED PSYCH/NURSING/SOC WORK 880 before taking this course.

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

NURSING 906 – SCHOLARLY PROJECT

1-4 credits.

Independent scholarly project involves a systematic, evidence-based approach to enhance health-related outcomes.

Requisites: NURSING 706 and 806

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, for 3 number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Articulate the state of the science in identified area of inquiry.

Audience: Graduate

2. Apply methods of scholarly inquiry consistent with identified area of interest.

Audience: Graduate

3. Synthesize and disseminate results of inquiry in an oral presentation as well as a peer reviewed journal, book, government report, or other written venue.

Audience: Graduate

NURSING 990 – THESIS RESEARCH

1-9 credits.

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

NURSING 999 – ADVANCED INDEPENDENT STUDY

1-9 credits.

Directed study as arranged with instructor.

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Engage in directed study based on the student's research needs as arranged with the instructor.

Audience: Graduate