

SCHOOL OF NURSING

History

The Health Science Center School of Nursing was established in 1969.

The School of Nursing (<http://nursing.uthscsa.edu>) was originally part of The University of Texas System School of Nursing with campuses in Galveston, Austin, Houston, San Antonio, El Paso and Tyler. All five schools followed the same curriculum. In 1976 the System School of Nursing was dissolved and each School of Nursing has since been independent and governed by the university on the campus where the school is located.

The School of Nursing (<http://nursing.uthscsa.edu>) offers four degree programs, a Bachelor of Science in Nursing (B.S.N.), Master of Science in Nursing (M.S.N.), Doctor of Nursing Practice (D.N.P.), and Doctor of Philosophy (Ph.D.).

The School of Nursing (<http://nursing.uthscsa.edu>) has a unique role in nursing education related to its placement in the South Texas Region. The region has large underserved populations with different health care needs. Cardiovascular disease, diabetes, teen pregnancy, mental illness and other chronic conditions are prevalent. We have been designated by the United States Department of Education as a Hispanic Serving Institution.

Mission

We develop diverse nurse leaders to improve health and health care, through education, research, practice, and community engagement.

Vision

We make lives better by promoting health as an act of social justice.

Values

1. **Ethics and Accountability** - We believe physical, mental and social well-being is enhanced with high professional standards, by honoring the dignity of others, and through accountability for our actions.
2. **Diversity and Excellence** - We believe excellent health care is a right of every person.
3. **Innovation** - We believe in innovation to deliver leading edge health care, education, research, and community service.
4. **Education** - We believe education is a lifelong process based on mutual teaching, learning, and research that ultimately makes life better for those we serve.
5. **Leadership** - We believe through our leadership we can educate organizations and within our communities to adopt practices and policies that promote health.
6. **Health** - We believe in the power of professional nurses to improve the health status of people here and abroad.
7. **Inter-professional Collaboration** - We believe in the power of inter-professional collaboration to improve health outcomes.

Goals

- **Education:** Educate a diverse student body to become excellent nurses and nurse scientists.
- **Research:** Engage in research to increase knowledge about health and disease and health care delivery and to commercialize discoveries beneficial to the public.
- **Health Care:** Provide exemplary, innovative, culturally inclusive nursing care to our local and global communities.

- **Community Engagement:** Make a significant impact on the health of our local and global community.
- **Organizational Effectiveness:** Provide an effective, efficient and culturally inclusive infrastructure which embodies innovation, quality and professionalism to support faculty, staff and students as they fulfill the mission of the School of Nursing.

The School of Nursing (<http://catalog.uthscsa.edu/schoolofnursing/%20http://nursing.uthscsa.edu>) mission, values, and vision are written and published on the School of Nursing web site (<http://nursing.uthscsa.edu/about/mission.aspx>) and relates to all programs. The School of Nursing goals are incorporated into the strategic plan (<http://nursing.uthscsa.edu/about/strategicPlan.aspx>). Both are accessible to current and prospective students. The mission, vision and goals are each congruent with those of the Health Science Center (<http://strategicplanning.uthscsa.edu>). They are consistent with relevant professional standards and nursing guidelines to prepare students for beginning and advanced nursing practice.

Accreditation

The Health Science Center School of Nursing (<http://nursing.uthscsa.edu>)'s baccalaureate program is approved by the Texas Board of Nursing, P.O. Box 430, Austin, Texas 78767-0430, (512) 305-6818. The baccalaureate, master's and D.N.P. programs at the Health Science Center are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036. (202) 887-6791. The School of Nursing was granted full accreditation through December 31, 2021 for its baccalaureate and master's degree programs. The D.N.P. was granted full accreditation through December 31, 2018.

Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/Accreditation>)

One Dupont Circle NW, Suite 530

Washington, D.C. 20036-1120

(202) 887-6791

<http://www.aacn.nche.edu/Accreditation/>

School of Nursing Policies and Regulations

Policy on Criminal Background Checks

Applicants must submit and satisfactorily complete a designated criminal background check as a condition of admission. An offer of admission will not be final until the criminal background check(s) is received and deemed favorable. Admission may be denied or rescinded based on results of the background check. In addition selected agencies where students pursue clinical experiences, may require that students placed in their agencies pass an additional criminal background check before being allowed to practice in their facilities. Additional expenses incurred will be at the students expense.

Undergraduate Criminal Background Check

The Texas Board of Nursing (TBON) (<http://www.bne.state.tx.us>) conducts the background checks and has legally granted power to deny permission for a candidate to take the NCLEX-RN (<https://www.ncsbn.org/nclex.htm>) examination if it is demonstrated that the individual has not demonstrated "good professional character." The Board may refuse to:

- Approve persons to take the licensure examination.
- Issue or renew a license or certificate of registration to any individual who has been convicted of a felony, a misdemeanor involving moral turpitude, or engaged in conduct resulting in revocation of probation imposed pursuant to such conviction.

All nursing students must continue to show evidence of good professional character while enrolled in a nursing program.

Candidates with a positive background check will also be notified by TBON and asked to submit a petition for a “Declaratory Order.” The petition will be reviewed by the TBON. Please contact the Office of the Associate Dean for Admissions and Student Services.

Continuing students who are charged or convicted of an offense while enrolled in the nursing program will be required to notify the Assistant Dean for Undergraduate Studies at the time of the offense and to petition TBON for a declaratory order. The student will be removed from clinical courses while obtaining the Declaratory Order, and may need to take a Leave of Absence. Failure to report any new incidents following the initial background check to the School may potentially cause the student to be dismissed from the program. The Board investigates each incident based on its own information. Many of the factors used by the Board can be viewed online (<http://www.bon.texas.gov/disciplinaryaction/discp-guide.html>).

Graduate Criminal Background Check

The School of Nursing (<http://nursing.uthscsa.edu>) Office of Admissions and Student Services will designate an approved company to conduct the background checks for graduate students who are already licensed as a Registered Nurse. Results from a company other than those designated will not be accepted. Students and applicants must contact this designated company and comply with its instructions in authorizing and obtaining a background check. Applicants are responsible for payment of any fees charged for the certified criminal background check.

Non-Nursing Students Criminal Background Check

Non-Nursing students who wish to take a non-clinical course(s) offered at the School of Nursing (<http://nursing.uthscsa.edu>) must satisfy the Health Science Center criminal background check requirements. The School of Nursing (<http://nursing.uthscsa.edu>) Associate Dean for Admissions and Student Services will verify with appropriate entities on behalf of the student for the acceptable background checks.

Urine Drug Screens

Urine drug screens may be required by certain clinical agencies. Students will be notified by the Office for Academic Affairs if a urine drug screen is required. Any additional expenses that the clinical agency may incur will be at the students expense.

Immunization and Health Insurance

Prior to registration all students are required to complete the immunizations requirements and fill out an immunization card. For more information on immunizations see Health Science Center Student Health Clinic. See Student Services - Health Insurance (<http://students.uthscsa.edu/studentlife/2013/03/health-insurance>).

Professional Liability Insurance

Students enrolled in programs that involve direct patient care activities are required to purchase professional liability insurance through the university. Liability insurance purchased through the Health Science

Center is applicable to the student role only. Nurse practitioner students are required to pay an additional insurance fee.

Computer Requirement

All courses in the School of Nursing have an online component or other requirements that necessitate the use of a computer. Students are required to have certain minimum computer competencies. Minimum competencies include basic familiarity with computers, use of Internet, word processing, email and presentation software. The official method of communication is via students’ Health Science Center “livemail” account.

All students admitted into the School of Nursing (<http://nursing.uthscsa.edu>) undergraduate program will be required to purchase a laptop computer with a privacy screen from the Health Science Center when entering the program. Windows-based and Apple platforms are available. The computer will be formatted with standard programs and online learning resources.

Graduate students are expected to have a computer that meets specifications for the School of Nursing.

Specifications can be found online (<http://nursing.uthscsa.edu/students/faq.asp>).

The Microsoft Office Suite, which includes Word, Excel, PowerPoint, and Outlook, is available to students through the bookstore at a significant savings. The most up-to-date version of the suite is available for Windows and Mac. This software is required for all students.

Financial Aid

To determine eligibility for federal, state and private sources of financial aid, please visit The Office of Veterans’ Services and Financial Aid (<http://students.uthscsa.edu/financialaid>).

Scholarship and Stipends

For School of Nursing (<http://nursing.uthscsa.edu>) Scholarships, undergraduate and graduate nursing students are encouraged to 1) submit a Free Application for Federal Student Aid Form (FAFSA) and 2) a School of Nursing Scholarship application (<http://nursing.uthscsa.edu/students/finAid.asp>), which must be completed every semester.

Students can access scholarship applications by logging into the Student Portal during March for summer and fall awards and October for spring awards. New students submit scholarship applications with their admission paperwork. The School of Nursing Scholarship Advisory Group reviews all applications and selects recipients based on criteria for each scholarship. Scholarship recipients are required to provide a thank you note for the donor and to attend a yearly reception.

For graduate stipends, please consult the School of Nursing (<http://nursing.uthscsa.edu>) Office of Admissions & Student Services and the Office for Academic Affairs.

The School of Nursing Office of Admissions and Student Services works collaboratively with The Office of Veterans’ Services and Financial Aid (VSFA) to facilitate identification of federal, state and private funding sources. Click here (<http://students.uthscsa.edu/financialaid>) to view services available through VSFA and the process for applying for financial aid.

Please be aware that a Free Application for Federal Student Aid (FAFSA) must be completed annually. Click here (<http://www.fafsa.ed.gov>) to apply for all federal/state grants and student loans. The Renewal FAFSA

is available for those who applied the previous year. The school code for the FAFSA is 003659.

Tuition

For details about tuition and fees, please contact the Bursar's Office (<http://uthscsa.edu/business/bursar4students>).

Independent Study

Students may design their own Independent Study course for one to three semester hours of credit. Guidelines for design and approval of Independent Study are available from the Academic Coordinator for the undergraduate or the graduate program in the Office for Academic Affairs in the School of Nursing (<http://nursing.uthscsa.edu>). The Committee on Undergraduate Studies or Committee on Graduate Studies must approve the Independent Study before a student can register for the course. Requests for approval of Independent Studies are due to the appropriate committee by April 15 for summer and fall semesters and October 15 for spring semesters.

Full time/ Part Time Statuses

Undergraduate students enrolled for a minimum of 12 semester credit hours (SCH) in the fall and spring semesters or 6 SCH in the summer are considered full-time students. Students enrolled in less than 12 SCH are classified as part-time.

Graduate students enrolled for a minimum of 9 semester credit hours (SCH) in the fall and spring semesters and 6 SCH in the summer, are considered full time students. Students enrolled in less than 9 SCH in fall and spring or less than 6 SCH in the summer are classified as part-time.

Students may not change their program plan from part-time to full-time or vice versa without consultation with the Office for Academic Affairs. All requests for change will be based upon space available in the requested course(s), and availability of courses

Course Numbering

Each course consists of a prefix that represents the discipline (NURS for Nursing) and a 4-digit number. The School of Nursing uses the following numbering system:

The first digit is the Level of course: 1=Freshman, 2=Sophomore, 3=Junior, 4=Senior, 5=Introductory Graduate, 6=Advanced Graduate, 7=Doctoral. The second digit is number of semester credit hours (0=variable semester credit hours). The third and fourth digits distinguish one course from another within the discipline.

The Semester Credit Hour

The unit measure for credit purposes is the semester credit hour (SCH). One semester credit hour of credit is given for each 15 clock hours of lecture and 45 clock hours of clinical/laboratory in the undergraduate program and 15 clock hours of lecture and 60 clock hours of clinical/laboratory in the graduate program.

Adding and Dropping Courses

Students are expected to pre-register for all course work. After the first day of classes and prior to census day student may add classes with the approval of the appropriate Assistant Dean.

Dropping refers to the procedure by which students remove themselves from one or more of the courses in which they are enrolled while continuing in the remainder of their courses. A student who is enrolled in only one course must either withdraw or apply for a leave of absence

if he/she intends to drop the course. Please refer to the Office of the University Registrar's section of this catalog.

Voluntary Withdrawal

Withdrawal refers to the procedure by which students voluntarily remove themselves from all courses in which they are enrolled. Withdrawal from all courses constitutes withdrawal from the nursing program and university unless the student is granted a leave of absence. A student wishing to withdraw from one or all courses in the School of Nursing initiates the process through consultation with the Assistant Dean for Undergraduate Studies or the Assistant Dean for Graduate Studies. When approved, the student must obtain a drop slip for said course(s), and, if withdrawing from the program, complete the Student Clearance Form from the Office of the University Registrar (317L MED). Failure to clear campus appropriately will affect the students' ability to obtain transcripts, be readmitted to the program in the future, or obtain financial support.

A student who completes a semester, but does not plan to continue in the School of Nursing during the next semester, must withdraw or apply for a leave of absence.

A student who discontinues class attendance in any course without completing the formal drop or withdrawal process may receive a grade of withdraw fail (WF) for the course. See policies for administrative Leave of Absence (LOA) in the Health Science Center catalog. A student who has previously withdrawn is subject to the same admission requirements, procedures, and acceptance considerations that apply to first-time applicants.

Procedures for Dropping a Course or Withdrawal

If a student withdraws from school or drops a course prior to the first examination/graded assignment, a grade of W will be recorded. If the student drops after the first examination/graded assignment, either withdraw pass (WP) or withdraw fail (WF) will be recorded based upon the student's performance in graded activities. The WP or WF will appear on the student transcript. The following procedures are to be followed:

The student discusses dropping with the clinical/course faculty. The student makes an appointment with the appropriate Assistant Dean for Undergraduate or Graduate Studies through the Office for Academic Affairs to discuss the decision, explore options, and make necessary changes to the degree plan. The student will have to have an official drop form signed by the course coordinator/course faculty after the form has been provided and signed by the appropriate Assistant Dean.

The Office for Academic Affairs will submit the completed official drop form to the Office of the University Registrar and will notify the Registrar and Financial Aid office of the change in status and change in the student's graduation date.

Leave of Absence

Any student who is in good standing (passing all required courses with a 2.0 or above GPA in undergraduate program or 3.0 in the graduate program; no incomplete grades in a course, and no failures) may, under special circumstances, take a leave of absence. A leave of absence may be granted for a maximum period of one year.

Students who are experiencing special circumstances that hinder their studies or students who receive an "F" or a "WF" in a required undergraduate course that is offered only once a year should make an

appointment through the Office for Academic Affairs to discuss their issues with the appropriate Assistant Dean.

If together the student and the academic administrator agree that a leave of absence is appropriate, the student will be sent to The Office of the University Registrar to obtain the required Student Clearance Form. The student will “clear campus.” Failure to clear campus appropriately will affect the students’ ability to obtain transcripts, be readmitted to the program in the future, or obtain financial support.

The student may return to school at any time during the year, but no later than one year from the time when the leave started. The student must notify the Office for Academic Affairs at least three months prior to returning to campus. Return to school will coincide with the beginning of a semester. Courses that had not been completed at the time of initiating the leave will have to be repeated in total. Students who do not return from leave within the one-year limit will be withdrawn from the nursing program and will have to apply for admission as a new student.

Attendance

The School of Nursing (<http://nursing.uthscsa.edu>) faculty believes that attendance at scheduled classes, examinations, clinical experiences, and clinical learning laboratory is crucial to meeting course and program objectives. Excused absences may be granted by the instructor in such cases as illness or personal emergency and are considered on an individual basis. Please see course syllabus for attendance requirement.

Clinical Attendance

The School of Nursing faculty expects that its students will recognize that they have entered a profession in which commitment to full participation in clinical experiences is an essential component as students are considered to be part of the nursing team. Therefore, regular attendance in clinical, laboratory and simulation experiences is mandatory. Missed hours can prevent adequate development and assessment of the required knowledge, skills, attitudes and clinical judgment. Absence from clinical/lab/simulation jeopardizes the student’s ability to successfully meet the required clinical course outcomes and competencies. Punctuality is expected in professional workplaces. Students are expected to arrive on time for clinical/lab/simulation experiences and stay for the entire time allotted for that clinical/lab/simulation experience. Important information affecting patient care is communicated to students at the start of clinical experiences. Therefore, tardiness for clinical/lab/simulation experiences jeopardizes the student’s ability to give safe nursing care.

Learning Laboratory Attendance

Learning Laboratory is considered clinical time. Attendance is essential and students are expected to review course syllabus regarding attendance requirement. Students arriving late for Learning Laboratory are not given extra time for skill practice or performance.

Clinical Absences

Absences from clinical experience are closely monitored by faculty and should occur only in rare circumstances. Clinical absences will be evaluated on an individual basis. If the student has any clinical absences during the semester, clinical may be made up through a plan developed by the clinical/lab instructor. However, the opportunity to make up absences may not be possible, depending on the length of the clinical rotation, the availability of the faculty and/or the agency to which the student is assigned and may result in inability of the student to meet course outcomes.

If it is determined by the faculty team that a student will be unable to meet course objectives due to clinical absences or if a pattern of absence develops or excessive absences exist, the appropriate course coordinator will refer the student to the appropriate Assistant Dean to determine progression in the program.

Military Absences

Under certain circumstances, a student who is required to participate in active military services is excused from scheduled classes or other required activities and will be allowed to complete an assignment or exam within a reasonable time after the absence. The excused absence is permitted only if the student will not miss more than 25% of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is enrolled at the beginning of the period of active military service.

Students expected to be absent from classes for active duty must obtain approval from the appropriate Assistant Dean in order to take a Leave of Absence. All related procedures, including completion of a Student Clearance Form, must be followed.

Incomplete Grades

A student may be granted a grade of “Incomplete” (I) for a course when the student is unable to complete all course work within allotted semester time under certain special circumstances. The student wishing to petition for extended time to complete course requirements must request the extension, incomplete grade, from the faculty.

An Agreement for a Grade of Incomplete form must be signed by both the student and the course instructor and/or course coordinator. Forms are available in the Office for Academic Affairs. The faculty may consult with the appropriate Assistant Dean regarding the effect of granting a grade of “I” on the student’s progression in the nursing program. Students have up to one calendar year to complete course work that is incomplete. However, if the incomplete course is a pre-requisite to another course, progression in the program will be delayed. If the course is a required course, the student will not be allowed to progress in the program until the incomplete grade has been removed and a letter grade substituted. Once the coursework is completed, the faculty member must complete a Change of Grade Report Form. If coursework is not completed by the designated date, the course grade of “I” will be converted to an “F”.

Intra-semester Report

At the middle of each semester, the faculty reports the names of students doing work below the passing grade to the appropriate Assistant Dean. Students may be referred to the Student Success Center and/or the Associate Dean for Admissions and Student Services for advising. Students who are failing will receive a midterm fail notice.

Conduct and Discipline

Students are responsible for knowing and observing the University’s procedures and regulations governing Student Conduct and Discipline and the Rules and Regulations of the Board of Regents. In addition to these regulations, standards of professional conduct may be set by each school of the Health Science Center.

Recognizing that professionalism is a critical nursing competency, the faculty member shall have the authority to administer appropriate consequences within the course if there is a perceived violation of the Code of Professional Conduct within the academic experience (e.g., lowered grade, course failure, suspension from clinical, etc.). If the

violation occurs outside of the course, the alleged Code of Professional Conduct violation will be adjudicated by the Office of Admissions and Student Services.

The Associate Dean for Admissions & Student Services of each school shall have the responsibility for the administration of discipline in cases concerning scholastic dishonesty and student misconduct. The processes afforded a student subject to disciplinary sanctions are governed by Series 50101 of the Rules and Regulations of the Board of Regents of The University of Texas System and the Health Science Center's Student Conduct and Discipline Policy.

Professional Conduct Guidelines

The goal of the School of Nursing (<http://nursing.uthscsa.edu>) is to create nursing professionals who can access and critically examine a reliable and extensive body of knowledge and apply it consistently to maximize the clinical benefit of patients. School of Nursing (<http://nursing.uthscsa.edu>) students are expected to demonstrate academic professionalism and honesty, and to maintain the highest standards of integrity according to the Board of Regents (<http://www.utsystem.edu/sites/utsfiles/offices/board-of-regents/rules-regulations/50101.pdf>) that embodies a spirit of mutual trust and intellectual honesty. The Health Science Center School of Nursing Code of Conduct Document has established that nursing students have certain rights and responsibilities, and serves as an affirmation that students are a party to the social trust shared by all in the university community.

The School of Nursing (<http://nursing.uthscsa.edu>) follows the recommendations of the American Nurses Association Code of Ethics for Nurses as well as the Texas Board of Nursing, Nurse Practice Act.

Professional behaviors include application of the nursing process, providing care and counsel, or health teaching to persons experiencing alterations in health based on synthesis of knowledge and understanding of basic scientific principles (Texas Board of Nursing, Rules and Regulations Relating to Nurse Education Licensure and Practice, February, 2012).

A code of professional behavior cannot encompass all potential issues of conduct which may arise. Therefore, it is impossible to specify all behaviors deemed to be unprofessional. Students are expected to hold themselves and their peers to professional standards of behavior throughout their course of study. Included among these standards are five fundamental values of academic integrity including honesty, trust, fairness, respect and personal accountability. The principles in the code of professional conduct as outlined in the School of Nursing (<http://nursing.uthscsa.edu>) document signed by all students upon enrollment in the School of Nursing (<http://nursing.uthscsa.edu>) should be reinforced throughout the curriculum.

Professionalism

Principles of professionalism are not rules that specify behaviors, but guidelines to provide direction in identifying appropriate conduct. These principles include the safety and welfare of patients, competence in knowledge and skills, responsibility for consequences of actions, professional communication, confidentiality, and lifelong learning for maintenance of professional skills and judgments. Professionalism and professional ethics are terms that signify certain scholastic, interpersonal and behavioral expectations. Among the characteristics included in this context are the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity and morals displayed by the student to faculty, peers, patients, clients and colleagues in other health care professions. Students are expected to conduct themselves at all times

in a professional manner and to exhibit characteristics of a professional student.

The American Nurses Association Code of Ethics for Nurses is offered online (<http://nursingworld.org/MainMenuCategories/EthicsStandards.aspx>). The Rules and Regulations of the Texas State Board of Nursing are also provided online (https://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp).

Students Rights and Responsibilities

Each individual student is responsible for their behavior and is expected to maintain standards of academic honesty. Students share the responsibility with faculty for creating an environment that supports academic honesty and principles of professionalism. Proper relationships between faculty and students are fundamental to the School of Nursing (<http://nursing.uthscsa.edu>) function and this relationship should be built on mutual respect and understanding together with shared dedication to the education process. It is a fundamental belief that each student is worthy of trust and each student has the right to live in an academic environment free of injustice caused by dishonesty. While students have an obligation to assist their fellow students in meeting the common goals of their education, students have an equal obligation to maintain the highest standards of personal integrity.

Click here (<http://www.utsystem.edu/sites/utsfiles/offices/board-of-regents/rules-regulations/50101.pdf>) to view Regents Rules 50101. The School of Nursing Code of Conduct (<http://nursing.uthscsa.edu/students/pdf/codeOfConduct.pdf>), ANA Code of Ethics for Nurses (<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses>), and the Rules and Regulations of the Texas State Board of Nursing (https://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp) are all available online as well.

Faculty Responsibilities

It is the responsibility of the faculty to specify in their syllabi the limits of acceptable resources that may be used for the purposes of the course.

It is the responsibility of students to honor and adhere to those limits.

The faculty should establish with the students what is considered to be academic dishonesty. Encouragement of group work varies greatly. Faculty shall convey to their students the acceptable level of individual versus collaborative work. Faculty, students, and administrators share the responsibility for creating an environment that encourages academic honesty.

Social Media Guidelines

The purpose of this policy is to promote the safety and privacy of students, faculty, staff, patients, and visitors. Students and faculty members must comply with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) when using social media. These guidelines are informed by the American Nurses Association (<http://www.nursingworld.org>) *Principles for Social Networking and the Nurse*.

No student may post, release, or otherwise disclose photos, identifiable case descriptions, images, or records related to the educational, clinical, or research activities of the school via social networking sites (e.g., MySpace, Facebook, Twitter, YouTube, etc.), non-educational blogs, message boards, Internet websites, personal e-mail, or anything other than standard professional means of query and/or dissemination.

No student may post statements about the School of Nursing community (employees, staff, students, and visitors) that are defamatory, obscene, threatening or harassing.

Failure to comply with this policy may be a violation of legal, professional, and/or ethical obligations. Violation will result in disciplinary action by the School of Nursing up to and including dismissal from the professional nursing program.

The School of Nursing (<http://nursing.uthscsa.edu>) assumes no duty to monitor Internet activity but reserves the right to take appropriate action in accordance with this policy.

Think twice before posting

Privacy does not exist in the world of social media. Before each posting, students are encouraged to consider how the item may reflect both on the author of the post and the School of Nursing. Something that would not be said in person should not be posted in social media. Imagine your posting on the front page of the local newspaper.

Strive for accuracy

Students should be certain that anything they post on a social media site is factual. The posting should be reviewed for grammatical and spelling errors, especially when posting on behalf of the School of Nursing.

Be respectful

Posted responses and comments should be respectful and considerate.

Photography

Students should be aware that photographs posted on social media sites can easily be accessed by visitors to those sites. Posting unauthorized photos on a website or social media network site can result in disciplinary action.

Rules

It is important to review the terms of service, privacy settings, and other policies of the social media network before use.

Scholastic Dishonesty

Nursing students are expected to maintain an environment of academic integrity. Actions involving scholastic dishonesty violate the professional code of ethics and are disruptive to the academic environment. Students found guilty of scholastic dishonesty including but not limited to plagiarism, falsification, sharing exam items, and misrepresentation violate the professional code of ethics and are subject to disciplinary action, including dismissal from the school.

Both professional misconduct and scholastic dishonesty are governed by the guidelines contained in the procedures and regulations governing Student Conduct and Discipline (<http://catalog.uthscsa.edu/generalinformation/institutionalpolices/studentconductanddisciplinepolicy>) of the Health Science Center (<http://www.uthscsa.edu>) contained in this Catalog. Any nursing student who fails to demonstrate to the faculty the intellectual, ethical, or behavioral attributes necessary for a member of the nursing profession is subject to disciplinary action, including dismissal.

Graduation

Official commencement ceremonies are held each year in December and May. Graduates may not participate in commencement prior to completion of their program. Official School of Nursing (<http://nursing.uthscsa.edu>) graduation invitations are ordered at the Bookstore

(<http://uthscsa.bncollege.com/webapp/wcs/stores/servlet>) on the Health Science Center's (<http://www.uthscsa.edu>) Long campus.

Graduates of the Ph.D. program are hooded at the Graduate School of Biomedical Sciences commencement in May. Students are invited by the School of Nursing to attend and be recognized at the School of Nursing commencement.

Commencement is considered an important event which is steeped in tradition; therefore, we request graduates to adhere to the academic ceremonies protocol.

Student Concerns

Academic Appeals and Grievances

Student academic appeals and grievances are handled through established policies and procedures for the School of Nursing (<http://nursing.uthscsa.edu>) as outlined in the General Academic Policies (<http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/grievances>) section of this Catalog.

The Associate Dean for Admissions and Student Services is available to explain, discuss, and facilitate this process with students and refer as appropriate to the appropriate Assistant Dean. This office also deals with issues directly related to other student life concerns, including, governance, mentoring, counseling and resource needs, Americans with Disabilities Act (ADA), Equal Employment Opportunity Coordinator (EEOC) and concerns related to harassment, threat, or violence.

Procedure for Academic Review

Section I: Purpose of Procedure

The purpose of Academic Review is to provide the student who has a concern about grades with the opportunity to pursue the concern through administrative channels if initial discussions with the faculty member/s who assign the grades are not perceived as fair or equitable. A grievance is an accusation or complaint about a grade or unfair action regarding academic achievement in the nursing program. The student has the right to grieve a grade or unfair action if the student's perception is that the grade received was awarded capriciously, arbitrarily, or prejudicially.

A student may only grieve the final grade for the course. For individual assignments, students may review the procedure for requesting a second reviewer on graded assignments.

The student may appeal the same grade only once. From the time the grade is released, the student has 10 business days to initiate Step 1 of the grievance procedures. A grievance is not the same as a request for a second reader of a graded paper. Confidentiality is essential for all academic review/grievance procedures. Students may seek counsel or advice concerning the academic review process from the Associate Dean for Admissions and Student Services.

Section II: Procedure to be followed

Prior to initiation of an academic review or grievance, the student must contact the faculty involved to discuss the concern. If resolution is not achieved, the student may pursue an academic review or grievance.

Grade Appeal Process

Step 1

1. A written petition must be submitted by the student to the faculty of the class. This petition should contain:
 - a. name of student
 - b. course

- c. grade which is being challenged
 - d. dates student received grade
 - e. name of faculty member/s involved
 - f. dates student met with the faculty
 - g. student's reason for grieving the grade and a brief statement of the student's concerns
 - h. evidence of how the grade was awarded arbitrarily, capriciously, or prejudicially.
2. Within seven business days (unless there are special circumstances, such as progression in the program, that require more rapid action), the faculty will respond to the student in writing with a decision. For the purpose of this grades appeals process, business days are established by the Health Science Center.
 3. The student should retain a copy of the documents submitted for his or her records.
 4. If the student concern is not resolved by the faculty in charge of the course then the grievance moves on to Step 2.

Step 2

1. A written petition will be submitted by the student to the Associate Dean for Admissions and Student Services who will engage the appropriate Assistant Dean (Undergraduate Studies or Graduate Studies).
2. The petition should contain the same information included in Step 1.
3. The appropriate Assistant Dean will review the grievance.
4. An informal hearing with the student filing the grievance may be called if the student, faculty or Assistant Dean feels it would be beneficial to discuss the complaint.
5. Within seven business days (unless there are special circumstances, such as progression in the program, that require more rapid action), the appropriate Assistant Dean will respond to the student in writing with a decision. A written copy of the decision will also be provided for the faculty in charge of the course for which the grade is grieved.
6. If the student is not satisfied with the decision, the grievance may proceed to Step 3.

Step 3

1. The written petition, including the same information as listed in Step 1, will be submitted by the student to the Associate Dean for Admissions and Student Services who will brief and forward the petition to the Dean of the School of Nursing.
2. Information supporting the decision in Step 2 should also be forwarded to the Dean by the Associate Dean for Admissions and Student Services. This petition should contain the nature of the problem as stated in Step 1. A statement that an attempt was made to resolve the issue directly with both the faculty and/or the appropriate Assistant Dean must be included.
3. The student should keep a copy of the documents submitted for his or her record.
4. The Dean may convene an impartial (e.g.: faculty who are outside the course or the department and a student) Grades Appeals Committee (GAC), which shall serve in an advisory capacity to the Dean. The manner of appointments and the number of members on the GAC shall be determined within the School of Nursing. The Chairperson of the GAC shall be appointed by the Dean. A decision will be made within seven business days unless there are special circumstances, such as progression in the program, that require more rapid action. The Chairperson of the GAC will make a recommendation to the Dean. The Dean will respond to the student in writing with a decision. A

copy of the document stating the recommended decision will be sent to the faculty in charge of the course and the appropriate Assistant Dean for Undergraduate Studies or Assistant Dean for Graduate Studies.

- The decision of the GAC will be directed specifically to the charge (grade is indicative of the student's achievement or the grade is not indicative of the student's achievement). A rationale will be provided. If the Dean recommends reconsideration of the grade, the faculty member will implement the overturned decision within seven business days unless there are special circumstances, such as progression in the program, that require more rapid action.
- A written report of the review is provided to the Associate Dean for Admissions and Student Services following the recommendation. The written record will be maintained in compliance with the records retention policy.
- The timeline for meetings of the GAC will be conducted under the Health Science Center regular hours of operations. Under unusual circumstances deadlines may be extended.

Procedure for Second Readers of Papers and/or Projects

If a student disagrees with the grade given on a paper or project, he/she must discuss this with the faculty member who graded the paper. If an agreement is not reached, the following procedure will be followed to request a second reader.

1. The student must submit a written petition for a second reader to the faculty member in charge of the course no later than seven business days after receiving the grade. The petition should state which portions of the criteria are being challenged.
2. The student must also submit, to the faculty member in charge of the course, an unmarked and unaltered copy of the original paper. The student's name will be removed from the paper to allow for a blind review.
3. Through an impartial process, the faculty member in charge of the course will assign a faculty member, who is familiar with the course level and content, to serve as second reader.
4. The second reader's evaluation will be returned to the original instructor for her/his consideration. The grade is reviewed by the second reader and faculty responsible for the course with the original faculty member assigning a final grade.
5. A request for a second reading may result in a final grade that is the same, higher, or lower than the first grade.

Non Academic Appeals and Grievances

Student appeals and grievances are handled through established policies and procedures for the School of Nursing (<http://nursing.uthscsa.edu>) as outlined in the General Information section of this Catalog. The Associate Dean of Admissions and Student Services is available to explain, discuss, and facilitate this process with students at any point in the process as well as to deal directly with any other student issues, including student life, governance, mentoring, counseling and resource needs, ADA, EEOC, and concerns related to harassment, threat, or violence.

Patient Safety

The nature of clinical nursing courses is such that students are involved in the direct or indirect delivery of patient care services. The primary purpose of any course is to provide education for students. However, when direct patient care is involved in the learning experience, the

safety and well-being of patients are of paramount concern. Within the structure of nursing clinical courses, students are given the opportunity to demonstrate increasing independence and competence in providing nursing care as they progress through the program.

Students are expected to demonstrate achievement of clinical objectives by the end of a clinical course. If, in the instructor's professional judgment, a student is consistently unable to provide safe nursing care to patients and cannot remedy the deficit in the given clinical time, the student will receive a grade of "F" for the course. Faculty, or staff in the clinical agency, has the right to remove a student from the clinical area at any time for cause.

CPR Requirements

Students are required to maintain American Heart Association Health Care Provider Basic Life Support certification in order to participate in clinical experiences. Students who do not have a current American Heart Association Health Care Provider Basic Life Support certification will not be allowed to participate in clinical experiences.

Clinical Sites

All students are expected to be prepared to provide nursing care for the patient(s) to whom they are assigned in each clinical activity. Students are expected to complete any other assignments that constitute preparation for activities in the clinical environment. The faculty has the right and an obligation to remove a student from a clinical setting/agency if the student is not prepared. Students assume responsibility and are liable for their own actions. Students also are responsible for maintaining the confidentiality of *all* forms of patient information.

Students should be in the clinical agency only during scheduled times. The student's faculty and the agency personnel must consent to all other visits. Students must obtain prior approval from their clinical instructor if they plan to contact any agency personnel. If the student is already assigned to an agency, and the purpose for the contact differs from the clinical assignment, clearance must also be obtained from the clinical instructor. Faculty assumes responsibility for the assignment in the clinical agency or setting.

Students are expected to achieve the clinical objectives within the allotted time. In order to accomplish objectives, students are expected to attend every clinical session in its entirety. Failure to do this will jeopardize the student's progression in the course. Classes and clinical practicum experiences may be held during the day or evening hours or on weekends. The time of day for class and clinical offerings varies from semester to semester and from course to course. Thus, a student may expect to attend a class or clinical practicum during the evening hours or weekend at some point during their program of study.

Any additional expenses that the clinical agency may incur to include but not limited to drug screening, background checks, ID badges, etc., will be at the student's expense.

Clinical Passport

Undergraduate Students are required to maintain a clinical passport and have this on their person at all times while in the clinical setting.

Transportation

Students must provide their own transportation to the various agencies for clinical experience. Parking fees associated with clinical practice are the responsibility of the student.

Learning Laboratory and Center for Simulation Innovation

The Nursing Learning Laboratory and Center for Simulation Innovation was designed as a specific area where clinical competence and associated psychomotor skills are developed within the curriculum. Varied low, medium and high fidelity manikins programmed to mimic human reactions to health care interventions; task trainers and health care equipment are used by students to begin to learn how nurses care for patients and to develop confidence that will facilitate learning in the authentic clinical environment. Attendances in Learning Laboratory or Center for Simulation Innovation activities are considered clinical time. Learning is facilitated when students actively participate in the activities that have been carefully constructed for each laboratory period to promote acquisition of new competencies and continued advancement of competence. There are typically readings, study guides or other activities that students are expected to complete prior to arriving in the lab so that they are fully prepared to extract maximum value from the learning experience.

Students may gain extra practice in the laboratory outside of assigned laboratory periods. The course faculty, Simulation Specialist and graduate assistants are available to help students. They will monitor practice activities and demonstrate skills. They all collaborate to develop learning activities that are best suited to amplify student learning in the simulated environment. .

The following requirements are designed to help students maximize the benefits of using this environment.

1. Students may only practice those nursing procedures that they have previously been taught during regular Learning Lab classes.
2. Graduate students, undergraduate students, and faculty may schedule practice labs with the Manager of the Learning Laboratory and Center for Simulation Innovation or her/his designees.
3. Scheduling of sessions is dependent upon availability of space and supplies.
4. In the interest of safety for all students, practice of invasive procedures requiring needles, syringes, and intravenous supplies must be supervised by a faculty member or one of the Simulation Specialists. Arrangements for such supervision are the student's responsibility.
5. Practice sessions not requiring supervision must also be scheduled with Learning Laboratory and Center for Simulation Innovation personnel.
6. In light of the high volume of student activities scheduled in this environment, make-up labs for scheduled lab sessions are not offered, unless specifically scheduled by the faculty who will teach extra labs. Therefore, attendance is crucial.

Equipment, literature, audiovisual, and practice materials may be used in the Learning Lab, and many of these items may be checked out for use in other areas. Items to be checked out should be reserved in advance with the staff. The borrower is responsible for items on loan. The Learning Lab staff should be consulted for instructions on use, and they should be made aware of equipment not operating properly. Extra books and other nonessential items should be stored before the student enters the Lab. Lockers are available in the laboratory area. If equipment or supplies are damaged or lost the student is responsible for replacement cost.

Student Center

The Online Student Center via The Portal is a one stop center to provide services and information to assist students in achieving their academic goals. The Student Center allows students to review policies, procedures, and graduate handbooks, enroll in classes, view their bill, check financial aid status, make payments, view their holds, change address, enrollment verification and more all from a single anchor page.

Non-degree/Special Student Status

Non-degree/special student status may be considered under special circumstances and on a space available basis to an individual who wishes to enroll in a course(s) in the School of Nursing (<http://nursing.uthscsa.edu>) without entering a degree program. Students must communicate in writing their desire to enroll as a non-degree seeking student to the School of Nursing Associate Dean for Admissions and Student Services.

- Students must receive approval of the Associate Dean for Admissions and Student Services. If approval is granted, a non-degree seeking application must be submitted.
- Availability for non-degree seeking status enrollment is provided only on a space-available circumstance as determined by current enrollment targets.
- A student may register as a non-degree student for a specified number of credit hours at the discretion of the Associate Dean for Admissions and Student Services.
- Non-degree seeking students who wish to pursue degree seeking status must formally apply for admission through NursingCAS.
- The application deadline for fall is March 1 and for spring is August 1
- Non-degree applicants are not guaranteed admissions as degree seeking students have priority for enrollment in courses.

Courses taken as a non-degree seeking student will be evaluated by the appropriate Assistant Dean for transfer credit. Please contact the Office of Admissions and Student Services (<http://nursing.uthscsa.edu/students>) for further details about the process. The School of Nursing (<http://nursing.uthscsa.edu>) and the Office of the University Registrar work collaboratively to process non-degree/special student applications. Students do not have to register consecutively for classes each semester and may skip a semester without penalty. The grading policies for non-degree students are the same as those for degree students and will be included in the student's transcript. Courses and grades taken as a non-degree student will be included in the computation of the cumulative GPA of the student admitted to a School of Nursing (<http://nursing.uthscsa.edu>) undergraduate or graduate program.

International non-degree seeking students should follow the Health Science Center international visitor policy.

NURE Courses

NURE 3010. Mentored Research Practicum: Health Transitions. 1-2 Credit Hours.

This course is a practicum course taken each semester the student is designated as a Research Scholar. Designation as a Research Scholar is linked to specific undergraduate/graduate student awards. During this practicum course the student actively participates in selected aspects of a research project with a faculty mentor. Receipt of a Research Scholar award, file completed, and a signed contract in student's Undergraduate/Graduate Nursing Office file is required. Corequisites: NURE 3115.

NURE 3011. Mentored Research Practicum: Chronic Health Transitions. 1-2 Credit Hours.

This course is a practicum course taken each semester the student is designated as a Research Scholar. Designation as a Research Scholar is linked to specific undergraduate/graduate student awards. During this practicum course, the student actively participates in selected aspects of a research project with a faculty mentor. Receipt of a Research Scholar award, file completed, and a signed contract in student's Undergraduate/Graduate Nursing Office file is required. (1-2 Cr Clinical) Corequisites: NURE 3115.

NURE 3012. Mentored Research Practicum: Health and Illness. 1-2 Credit Hours.

This course is a practicum course taken each semester the student is designated as a Research Scholar. Designation as a Research Scholar is linked to specific undergraduate/graduate student awards. During this practicum course, the student actively participates in selected aspects of a research project with a faculty mentor. Receipt of a Research Scholar award, file completed, and a signed contract in student's Undergraduate/Graduate Nursing Office file required. (1-2 Cr Clinical) Corequisites: NURE 3115.

NURE 3013. Mentored Research Practicum: Children and Families. 1-2 Credit Hours.

This course is a practicum course taken each semester the student is designated as a Research Scholar. Designation as a Research Scholar is linked to specific undergraduate/graduate student awards. During this practicum course, the student actively participates in selected aspects of a research project with a faculty mentor. Receipt of a Research Scholar award, file completed, and a signed contract in student's Undergraduate/Graduate Nursing Office file required. (1-2 Cr Clinical) Corequisites: NURE 3115.

NURE 3014. Mentored Research Practicum: Community. 1-2 Credit Hours.

This course is a practicum course taken each semester the student is designated as a Research Scholar. Designation as a Research Scholar is linked to specific undergraduate/graduate student awards. During this practicum course, the student actively participates in selected aspects of a research project with a faculty mentor. Receipt of a Research Scholar award, file completed, and a signed contract in student's Undergraduate/Graduate Nursing Office file required. (1-2 Cr Clinical) Corequisites: NURE 3115.

NURE 3015. Mentored Research Practicum: Policy. 1-2 Credit Hours.

This course is a practicum course taken each semester the student is designated as a Research Scholar. Designation as a Research Scholar is linked to specific undergraduate/graduate student awards. During this practicum course the student actively participates in selected aspects of a research project with a faculty mentor. (1-2 Cr Clinical) Corequisites: NURE 3115.

NURE 3080. Community Service Learning Elective. 3 Credit Hours.

NURE 3090. Special Topics In Nursing. 1-4 Credit Hours.

Various topics offered. Topics include, but are not limited to: 1) Adolescent Pregnancy: Nursing Implications of Biological, Psychological, and Sociological Perspectives, 2) Healthcare of Women in their Reproductive Years, 3) Application of Theory and Scientific Inquiry.

NURE 3091. Independent Study Nursing. 1-4 Credit Hours.

This elective provides students with the opportunity to expand their knowledge and skills in areas of special interest. Topic and mode of study are agreed upon by student and instructor. The course may be repeated for credit when topics vary. Hours to be arranged and consent of instructor is required.

NURE 3115. Applications Of Research In Nursing: Mentored Research Scholars. 1 Credit Hour.

The course is taken each semester the student is designated as a Research Scholar. The course provides an opportunity for designated Research Scholars to work closely with a faculty member who is actively engaged in the conduct of research and to share learning experiences and gain insights through discussion in a Research Scholar Seminar. Receipt of Research Scholar award; file completed, and a signed contract in student's Nursing Office file is required.

NURE 4048. Art Rounds. 2 Credit Hours.

This course is an interactive, interprofessional course that takes students to the McNay Art Museum to learn physical observation skills. Using artwork as patients, students will have the opportunity to learn how to observe details and interpret images based on evidence. Taught jointly by Health Science Center faculty and McNay Museum educators, students will have the opportunity to view, observe, interpret, and give case reports on works of art. Studies indicate that these skills trans-late to improved patient physical observation skills.

NURE 5001. Mentored Research Practicum: State Of Science. 1-2 Credit Hours.

These courses are a series of practicum courses, one course taken, as appropriate, each semester that the student is designated as a Research Scholar. Designation as a Research Scholar is linked to specific graduate student awards and specific stages of the research process. During this practicum course the student is required to actively participate in selected aspects of a research project with a faculty mentor. Submit a completed, signed student/faculty mentor contract for student's Graduate Nursing Office file. Prerequisites: receipt of a Research Scholar award. Corequisites: NURE 5115. Submit a completed, signed student/faculty mentor contract for student's Graduate Nursing Office file.

NURE 5002. Mentored Research Practicum: Proposal Development. 1-2 Credit Hours.

These courses are a series of practicum courses, one course taken, as appropriate, each semester that the student is designated as a Research Scholar. Designation as a Research Scholar is linked to specific graduate student awards and specific stages of the research process. During this practicum course the student is required to actively participate in selected aspects of a research project with a faculty mentor. Submit a completed, signed student/faculty mentor contract for student's Graduate Nursing Office file. Prerequisites: receipt of a Research Scholar award. Corequisites: NURE 5115.

NURE 5003. Mentored Research Practicum: Instrumentation. 1-2 Credit Hours.

These courses are a series of practicum courses, one course taken, as appropriate, each semester that the student is designated as a Research Scholar. Designation as a Research Scholar is linked to specific graduate student awards and specific stages of the research process. During this practicum course the student is required to actively participate in selected aspects of a research project with a faculty mentor. Submit a completed, signed student/faculty mentor contract for student's Graduate Nursing Office file. Prerequisites: receipt of a Research Scholar award. Corequisites: NURE 5115.

NURE 5004. Mentored Research Practicum: Statistical Methods. 1-2 Credit Hours.

These courses are a series of practicum courses, one course taken, as appropriate, each semester that the student is designated as a Research Scholar. Designation as a Research Scholar is linked to specific graduate student awards and specific stages of the research process. During this practicum course the student is required to actively participate in selected aspects of a research project with a faculty mentor. Submit a completed, signed student/faculty mentor contract for student's Graduate Nursing Office file. Prerequisites: receipt of a Research Scholar award. Corequisites: NURE 5115.

NURE 5005. Mentored Research Practicum: Proposal Testing. 1-2 Credit Hours.

These courses are a series of practicum courses, one course taken, as appropriate, each semester that the student is designated as a Research Scholar. Designation as a Research Scholar is linked to specific graduate student awards and specific stages of the research process. During this practicum course the student is required to actively participate in selected aspects of a research project with a faculty mentor. Submit a completed, signed student/faculty mentor contract for student's Graduate Nursing Office file. Prerequisites: receipt of a Research Scholar award. Corequisites: NURE 5115.

NURE 5006. Mentored Research Practicum: Research Results/Policy. 1-2 Credit Hours.

These courses are a series of practicum courses, one course taken, as appropriate, each semester that the student is designated as a Research Scholar. Designation as a Research Scholar is linked to specific graduate student awards and specific stages of the research process. During this practicum course the student is required to actively participate in selected aspects of a research project with a faculty mentor. Submit a completed, signed student/faculty mentor contract for student's Graduate Nursing Office file. Prerequisites: receipt of a Research Scholar award. Corequisites: NURE 5115.

NURE 5090. Special Topics In Nursing. 1-4 Credit Hours.

Various topics offered. Topics include, but are not limited to 1) "Adolescent Pregnancy: Nursing Implications of Biological, Psychological, and Sociological Perspectives"- focuses on nursing intervention related to primary, secondary, and tertiary prevention of adolescent pregnancy and parenthood. The course is designed to provide the student with an overview of the nursing implications of interdisciplinary research and non-research literature on this increasing problem of premature childbearing and parenting. The scope of the focus includes the pregnant and parenting adolescent mother and father, the family structure, the community, and the greater society. Clock hours: three class hours per week. 2) "Anthropological Perspectives on Nursing and Health" - taught as a seminar, and will offer a review of concepts and methods of anthropology as they have been applied to problems of nursing and health. A major focus will be how anthropologists have investigated and analyzed health-related behaviors. This information will then be related to nursing science and practice, to see how the anthropological perspective can offer solutions or new approaches. Topics will include cultural variation in illness beliefs and illness behavior, types of healing practices, international health, the culture of health care, and narrative representations of illness and healing.

NURE 5091. Independent Study In Nursing. 1-6 Credit Hours.

This elective allows for detailed or in-depth study in a specific topic area. Topic and mode of study are agreed upon by student and instructor. The course may be repeated for credit when topics vary. Clock hours to be arranged. Graduate standing and consent of instructor are required.

NURE 5115. Applications of Research in Nursing. 1 Credit Hour.

A list is provided each academic semester citing faculty and their research projects with whom graduate students may contract for this elective course.

NURE 5195. Mentored Research Scholars. 1 Credit Hour.

This course is taught each semester for students designated as Student Research Scholars to share learning experiences and gain insights through discussion in a Research Scholar Seminar. Submit a completed, signed student/faculty mentor contract for student's Graduate Nursing Office file; receive acceptance of the plan for mentored contract. Corequisites: NURE 5115.

NURE 5215. Applications of Research in Nursing. 2 Credit Hours.

A list is provided each academic semester citing faculty and their research projects with whom graduate students may contract for this elective course.

NURE 5248. Art Rounds for Graduate Students. 2 Credit Hours.

Art Rounds is an interactive, interprofessional course that takes students to the McNay Art Museum to learn physical observation skills. Using artwork as patients, students will learn how to observe details and how to interpret images based on available evidence. Taught jointly by UTHSCSA faculty (INTD 4048 and ELEC 5048) and McNay museum educators, students will view, observe, interpret, and give case reports on works of art. Studies demonstrate that these skills translate to improved patient physical observation skills.

NURE 5315. Applications of Research in Nursing. 3 Credit Hours.

A list is provided each academic semester citing faculty and their research projects with whom graduate students may contract for this elective course.

NURE 5327. Scholarly Writing. 3 Credit Hours.

This course is designed to prepare the graduate nursing student to communicate more effectively in writing. Emphasis is placed on the importance of making every word work toward the goal of clear, concise communication. The content will provide students with the knowledge and skills to analyze and critique nursing/health related articles and to write short articles for nursing journals or patient education newsletters.

NURE 6007. Clinical Applications In Advanced Nursing Practice. 1-4 Credit Hours.

This course provides an opportunity for qualified students to work closely with a faculty member and/or preceptor who are actively engaged in direct and indirect clinical practice. Core courses as required for major are required prior to enrolling in this class.

NURE 7090. Dissertation Proposal Process. 1-6 Credit Hours.

This elective course provides an opportunity for doctoral candidates to work closely with their dissertation committee to develop the dissertation proposal and proceed through the Graduate Faculty Council approval process. Successful completion of the written and oral qualifying examinations required prior to enrolling in this course.

NURE 7115. Applications Of Research In Nursing. 1 Credit Hour.

The focus of this course is the application of the research process. During this mentored practicum the student actively participates in selected aspects of a research project.

NURE 7215. Applications Of Research In Nursing. 2 Credit Hours.

The focus of this course is the application of the research process. During this mentored practicum the student actively participates in selected aspects of a research project.

NURE 7315. Applications of Research In Nursing. 3 Credit Hours.

The focus of this course is the application of the research process. During this mentored practicum the student actively participates in selected aspects of a research project.

NURS Courses**NURS 3110. Health Assessment: Clinical Application. 1 Credit Hour.**

This course provides an opportunity for application of health assessment theory and skills in a simulated practice setting with emphasis on the adult and geriatric populations. Credit Hours: 1 semester hour (1 hour clinical skills laboratory). Prerequisites: NURS 3304 and NURS 3309.

NURS 3172. Pharmacotherapeutics: Psychiatric and Mental Health Nursing. 1 Credit Hour.

This course focuses on the nurse's role in safe, effective pharmacotherapeutics for persons with psychiatric and mental health alterations. Success completion of semester 1 is required. Credit Hours: 1 semester hour (1 hour theory).

NURS 3204. Health Assessment: Theoretical Foundations. 2 Credit Hours.

This course focuses on the theory and practice of health assessment of individuals and families across the lifespan with emphasis on the adult and geriatric populations. Prerequisites: NURS 3303 and NURS 3309.

NURS 3205. Psychiatric and Mental Health: Theoretical Foundations. 2 Credit Hours.

This course focuses on the promotion, maintenance, and restoration of mental health across the lifespan with an emphasis on professional relationships, therapeutic communication, and the understanding of psychopathology. Success completion of semester 1 is required. Clock hours: 2 semester hours (2 hours theory).

NURS 3206. Psychiatric and Mental Health Nursing: Clinical Application. 2 Credit Hours.

This course provides the opportunity for clinical experience for nursing intervention development for promoting, maintaining, and restoring mental health across the lifespan integrating principles of professional relationships, therapeutic communication, and concepts of psychopathology. Clock hours: 2 semester hours (2 hours clinical). Prerequisites: NURS 3205 Corequisites: NURS 3205.

NURS 3207. Care Of Childbearing Families: Theoretical Foundations. 2 Credit Hours.

This course addresses holistic care of women and their families during the childbearing years with emphasis on health promotion and risk reduction. Successful completion of semester 1 is required. Clock hours: 2 semester hours (2 hours theory).

NURS 3208. Care Of Childbearing Families: Clinical Application. 2 Credit Hours.

This course provides opportunity for clinical application of holistic care of women and their families during the childbearing years with emphasis on health promotion and risk reduction. Clock hours: 2 semester hours (2 hours clinical) Prerequisite: NURS 3207.

NURS 3270. Professional Socialization 2. 2 Credit Hours.

This course addresses professional values, ethical and legal foundations, principles of social justice, history of nursing, and the roles of the 21st Century nurse with an emphasis on safety and quality. Credit Hour Allocation: 2 semester hours (2 hours theory). Admission to the Accelerated Undergraduate Program is required.

NURS 3271. Principles of Pharmacotherapeutics. 2 Credit Hours.

This course focuses on the nurse's role and responsibilities in drug therapy emphasizing safety related to drug therapy including principles of pharmacology and accurate calculations. Credit Hour Allocation: 2 semester hours (2 hours theory). Prerequisite: admission to the Accelerated Undergraduate Program.

NURS 3272. Health Assessment and Promotion: Theoretical Foundations. 2 Credit Hours.

This course focuses on the theory and practice of health assessment of individuals and families across the lifespan. Admission to the Accelerated Undergraduate Program is required. Credit Hour Allocation: 2 semester hours (2 hours theory).

NURS 3273. Health Assessment and Promotion: Clinical Application. 2 Credit Hours.

This course focuses on the theory and practice of health assessment of individuals and families across the lifespan. Credit Hour Allocation: 2 semester hours (2 hours theory). Prerequisite: NURS 3272.

NURS 3274. Psychiatric and Mental Health Nursing: Theoretical Foundations. 2 Credit Hours.

This course focuses on the promotion, maintenance, and restoration of mental health across the lifespan with an emphasis on professional relationships, therapeutic communication, and the understanding of psychopathology. Credit Hour Allocation: 2 semester hours (2 hours theory). Successful completion of Semester 1 is required.

NURS 3275. Psychiatric and Mental Health Nursing: Clinical Application. 2 Credit Hours.

This course provides clinical experience for nursing intervention development for promoting, maintaining, and restoring mental health across the lifespan integrating principles of professional relationships, therapeutic communication, and concepts of psychopathology. Credit Hour Allocation: 2 semester hours (2 hours theory). Prerequisites: NURS 3172 and NURS 3274.

NURS 3303. Concepts of Professional Nursing. 3 Credit Hours.

This course addresses professional role development integrating concepts of multidimensional care and skills of inquiry and analysis to inform clinical decision making, professional judgement, and lifelong learning. Admission to the traditional undergraduate program is required.

NURS 3304. Pharmacotherapeutics. 3 Credit Hours.

This course provides the foundation for safe, effective drug therapy and the role of the nurse in health promotion, disease prevention, and management. Successful completion of semester 1 is required.

NURS 3305. Foundations of Clinical Nursing Practice: Clinical Application. 3 Credit Hours.

This course provides practice experience for clinical decision making and interventions with individuals, including a special focus on the older adult, in diverse settings using a patient centered, holistic, caring framework. Prerequisites: NURS 3201, NURS 3303, and NURS 3309.

NURS 3309. Pathophysiology. 3 Credit Hours.

This course focuses on concepts of pathophysiology essential to understanding alterations in body systems and developing clinical decision making for health promotion, risk reduction, and disease management. Clock hours: 3 semester hours (3 hours theory). Admission to the Traditional Track of the undergraduate program is required.

NURS 3321. Transitions In Professional Nursing. 3 Credit Hours.

This course addresses continuing professional role development for Registered Nurses who are returning to school to prepare for advanced generalist roles as Clinical Nurse Leaders or Administrative Managers at the graduate level. The focus is on integrating multidimensional care, skills of inquiry and analysis, and a broadened focus on individuals, families, and populations to inform clinical reasoning in changing health care environments.

NURS 3330. Foundations of Clinical Nursing Practice -Theoretical Foundations. 3 Credit Hours.

This course provides a scientific foundation for clinical practice with individuals in diverse settings using a concept-based, patient-centered, holistic framework.

NURS 3365. Pharmacology. 3 Credit Hours.

This course provides the foundation for safe, effective drug therapy and the role of the nurse in health promotion, disease prevention, and management.

NURS 3370. Pathophysiology. 3 Credit Hours.

This course focuses on the concepts of pathophysiology essential to understanding alterations in body systems and developing clinical decision making for health promotion, risk reduction, and disease management. Admission to the Accelerated Undergraduate Program is required.

NURS 3371. Foundations of Nursing Care: Clinical Applications. 3 Credit Hours.

In this course the student will have the opportunity to develop foundational clinical competencies for providing safe, quality patient care in a clinical setting. Credit Hour Allocation: 3 semester hours (3 hours clinical). Prerequisite: NURS 3372.

NURS 3372. Family Nursing Care: Theoretical Foundations. 3 Credit Hours.

This course focuses on the care of families across the lifespan with emphasis on childbearing and childrearing families and their roles, functions, and dynamics with regard to health promotion and risk reduction. Successful completion of Semester 1.

NURS 3373. Family Nursing Care: Clinical Applications. 3 Credit Hours.

This course provides the opportunity for clinical application of nursing care for families across the lifespan with emphasis on childbearing and childrearing families and their roles, functions, and dynamics with regard to health promotion and risk reduction. Credit Hour Allocation: 3 semester hours (3 hours clinical). Prerequisites: NURS 3372 and NURS 3171.

NURS 3374. Research and Evidence-Based Practice. 3 Credit Hours.

This course integrates concepts from research and information management that apply to the generation, appraisal, use, and dissemination of evidence that informs safe, quality nursing practice. Credit Hour Allocation: 3 semester hours (3 hours theory). Successful completion of semester 1.

NURS 3375. Research And Evidence Based Practice. 3 Credit Hours.

This course addresses the role of research in professional nursing practice including conduct of research, research sources utilization and dissemination, and principles and models of evidence-based practice.

NURS 3402. Nursing Research & Evidence-Based Practice. 4 Credit Hours.

This course addresses the role of research in professional nursing practice including conduct of research, research sources, utilization and dissemination, and principles and models of evidence-based practice. Clock hours: 4 semester hours (4 hours theory). Successful completion of semester 1 is required.

NURS 4110. Pharmacotherapeutics: Disease Management 1. 1 Credit Hour.

This course focuses on the nurse's role in, safe, effective pharmacotherapeutics for individuals with conditions affecting the immune, endocrine, respiratory, cardiovascular, gastrointestinal, and musculoskeletal systems.

NURS 4111. Pharmacotherapeutics: Disease Management 2. 1 Credit Hour.

This course focuses on the nurse's role in, safe, effective pharmacotherapeutics for individuals across the lifespan who have acute life-threatening conditions.

NURS 4210. Child and Family Health: Theoretical Foundations. 2 Credit Hours.

This course addresses holistic care of children and families with emphasis on health promotion, disease management, and injury prevention through therapeutic nursing assessment and intervention across environments. Credit Hour Allocation: 2 semester hours (2 hours theory). Successful completion of semester 2 is required.

NURS 4211. Child and Family Health: Clinical Application. 2 Credit Hours.

This course addresses holistic care of children and families with emphasis on health promotion, disease management, and injury prevention through therapeutic nursing assessment and intervention across environments. Credit Hour Allocation: 2 semester hours (2 hours clinical) Prerequisites: NURS 4210 Corequisites: NURS 4210.

NURS 4217. Population Focused Health: Clinical Application. 2 Credit Hours.

This course provides experience for application of population focused health promotion and disease and injury prevention based on determinants of local, national, and global health including lifestyle, environmental, cultural, and genetic factors. Credit Hour Allocation: 2 semester hours (2 hours clinical) Prerequisites: NURS 4317.

NURS 4227. Population Focused Health: Clinical Applications. 2 Credit Hours.

This course provides clinical experience for application of population focused health promotion, and disease and injury prevention based on determinants of local, national, and global health including lifestyle, environment, cultural, and genetic factors. Credit Hour Allocation: 2 semester hours (2 hours clinical) Prerequisites: NURS 4327.

NURS 4230. Leadership and Management: Clinical Application. 2 Credit Hours.

This course provides opportunity for clinical application of nursing leadership and management in diverse settings to promote quality patient outcomes. Credit Hour Allocation: 2 semester hours (2 hours clinical) Prerequisites: NURS 4329.

NURS 4311. Care Of The Adult 1: Theoretical Foundations. 3 Credit Hours.

This course focuses on theoretical principles regarding holistic care of the adult experiencing chronic health problems within diverse settings. Credit Hour Allocation: 3 semester hours (3 hours theory) Prerequisites: Completion of Semester 2.

NURS 4314. Care of The Adult 1: Clinical Application. 3 Credit Hours.

This course provides opportunity for clinical application regarding holistic care of the adult experiencing chronic health alterations. Credit Hour Allocation: 3 semester hours (3 hours clinical). Prerequisites: NURS 4311 Corequisites: NURS 4311.

NURS 4315. Care of The Adult 2: Theoretical Foundations. 3 Credit Hours.

This course addresses holistic care of the acutely and critically ill adult experiencing complex health alterations while in acute care settings. Credit Hour Allocation: 3 semester hours (3 hours theory). Prerequisites: NURS 4311 and NURS 4314.

NURS 4316. Care of The Adult 2: Clinical Application. 3 Credit Hours.

This course provides clinical experience for holistic patient-centered care of the acutely and critically ill adult experiencing complex health alterations within acute care settings. Credit Hour Allocation: 3 semester hours (3 hours clinical) Prerequisites: NURS 4315 Corequisites: NURS 4315.

NURS 4317. Population Focused Health: Theoretical Foundations. 3 Credit Hours.

This course addresses population focused health promotion and disease and injury prevention based on determinants of local, national, and global health including lifestyle, environmental, cultural, and genetic factors. Credit Hour Allocation: 3 semester hours (3 hours theory). Successful completion of semester 3.

NURS 4319. Leadership and Management: Theoretical Foundations. 3 Credit Hours.

This course presents theoretical principles of nursing leadership and management in diverse settings to promote quality patient outcomes. Credit Hour Allocation: 3 semester hours (3 hours theory). Successful completion of semester 3 is required.

NURS 4320. Leadership and Management: Clinical Application. 3 Credit Hours.

This course provides opportunity for clinical application of nursing leadership and management in diverse settings to promote quality patient outcomes. Credit Hour Allocation: 3 semester hours (3 hours clinical). Prerequisites: NURS 4319.

NURS 4327. Population Focused Health: Theoretical Foundations. 3 Credit Hours.

This course provides clinical experience for application of population focused health promotion, and disease and injury prevention based on determinants of local, national, and global health including lifestyle, environment, cultural, and genetic factors. Credit Hour Allocation: 3 semester hours (3 hours theory). Successful completion of semester 3 is required.

NURS 4329. Leadership and Management: Theoretical Foundations. 3 Credit Hours.

This course presents theoretical principles of nursing leadership and management in diverse settings to promote quality patient outcomes. Credit Hour Allocation: 3 semester hours (3 hours theory). Successful completion of Semester 3 is required.

NURS 4333. Nursing Leadership: Theoretical Foundations. 3 Credit Hours.

This course presents theoretical principles of nursing leadership and management in diverse settings to promote quality patient outcomes. Clock Hours: 3 semester hours (3 hours theory). Prerequisites: NURS 3272 and NURS 3273.

NURS 4403. Disease Management 3: Clinical Application. 4 Credit Hours.

This course is the clinical component for Disease Management I: Theoretical Foundations and Disease Management II: Theoretical Foundations that focuses on the nursing care and decision making related to multiple disease concepts across the lifespan. (4 hrs Clinical) Prerequisites: NURS 4501, NURS 4110, NURS 4502 AND NURS 4111.

NURS 4420. Transition To Professional Nursing Practice: Clinical Immersion. 4 Credit Hours.

This course is a clinical immersion experience designed to provide comprehensive learning opportunities that promote integration of baccalaureate learning outcomes to prepare the graduate for professional nursing practice.

NURS 4423. Clinical Immersion. 4 Credit Hours.

This course facilitates the transition of the student into professional practice through preceptorship by Registered Nurses in a variety of settings. Credit Hour Allocation: 4 semester hours (4 hours clinical). Completion of all Accelerated Undergraduate Program courses is required.

NURS 4501. Disease Management 1: Theoretical Foundations. 5 Credit Hours.

This course emphasizes nursing care and decision making regarding patients across the lifespan experiencing alterations in metabolism, circulation, oxygenation, elimination, immunology/inflammation, and sexuality. Successful completion of semester 2 is required. (5 hrs Theory).

NURS 4502. Disease Management 2: Theoretical Foundations. 5 Credit Hours.

This course emphasizes nursing care and decision making regarding patients across the lifespan experiencing alterations in coordination and control, cellular differentiation, cognitive/sensory, fluid and electrolytes, sepsis, and trauma. (5 hrs Theory) Prerequisites: NURS 4501 and NURS 4110.

NURS 5241. Application of Roles of The Teacher In Contemporary Nursing Education. 2 Credit Hours.

This course focuses on the integration and application of the roles of the educator in contemporary nursing for the clinical, laboratory, and/or simulation environments. The course provides the opportunity to implement adult teaching and learning experiences in nursing areas of academia, staff development, and/or continuing education. Clock hours: six clock hours practicum (90 clock hours). Prerequisites: NURS 5371 or equivalent Corequisites: NURS 5141.

NURS 5306. Theoretical Foundations for Advanced Nursing Practice. 3 Credit Hours.

In this course students analyze interdisciplinary theories that inform research, practice and scholarship in healthcare.

NURS 5307. Translational Research for Advanced Nursing Practice. 3 Credit Hours.

In this course students learn the application of research in nursing and healthcare. Emphasis is placed on interpreting, evaluating and translating research to improve practice and healthcare outcomes. Prerequisite: NURS 5306.

NURS 5310. Organizational Systems and Administrative Strategies. 3 Credit Hours.

This course examines contemporary influences, theories, principles, and functional strategies related to management/administration and organizational systems at the micro, meso, and macrosystem levels. The effects of external; and internal environmental changes on complex systems, role relationships, team building, planning, structure, communication, negotiation, and consultation in nursing and inter-professional systems are discussed. Prerequisites: NURS 5339 Corequisites: NURS 5339.

NURS 5318. Nursing and Health Systems Management 1. 3 Credit Hours.

This is one of a series of graduate level courses that provides the foundation for nursing management of clinical units, departments, and service lines in health care systems. This course is designed to provide the knowledge and skills for an effective and efficient human resource system to patient care services at multiple levels from employment screening to ongoing development. The processes and skills for coaching individuals and groups and leading through consultation are emphasized. Relationship management and influencing behaviors are addressed. The components of the Magnet Hospital model and strategies, with evidence, are emphasized for excellence. Students emerge with an understanding of and ability to apply human resource principles and skills in the development of patient care staff and quality work environment to assure excellence in patient care delivery. Prerequisites: NURS 5339 Corequisites: NURS 5339.

NURS 5338. Advanced Pathophysiology. 3 Credit Hours.

In this course students focus on advanced pathophysiological processes across the lifespan, incorporating use of clinical reasoning skills to distinguish alterations across multiple physiological systems. 3 clock hours class (45 hours class).

NURS 5339. Leadership For Quality, Safety And Health Policy. 3 Credit Hours.

The principles, theories and factors germane to leadership will be explored in relation to complex organizations and the development of leadership styles and policy making within microsystems, mesosystems, and macrosystems to transform those healthcare systems.

NURS 5356. Financial and Economic Evidence In Health Care. 3 Credit Hours.

The student is introduced to the economic and financial factors affecting practice in a complex healthcare environment. Principles of healthcare economics, third party reimbursement, developing budgets, variance and economic evaluation methods, are considered.

NURS 5371. Curriculum and Instruction In Nursing. 3 Credit Hours.

This course is designed to introduce students to the process of curriculum development. The teaching, learning, and evaluation principles are examined from the standpoint of and the effect on various curriculum patterns. The course provides opportunity for examination of factors that influence curriculum development, implementation, and evaluation. Clock Hours: three class hours per week.

NURS 6071. Supervised Teaching. 1-6 Credit Hours.

Directed teaching in the major area under close supervision of one or more faculty members is required of each doctoral student. Up to six semester credit hours toward a degree may be granted to the student who satisfactorily completes the graduate courses in Supervised Teaching in her/his area of study. (Optional).

NURS 6098. Thesis. 1-4 Credit Hours.

A total of 6.0 semester credit hours (including 2.0 semester credit hours for NURS 6298 Development of a Thesis Proposal) is required for thesis credit. (Completion of thesis is recommended but not required within the master's program. Specific policies regarding theses are available from the Office of the Graduate Nursing Program.) The consent of the thesis advisor is required for enrollment.

NURS 6101. Advanced Mental Health Concepts: Clinical Applications. 1 Credit Hour.

The focus of this course is developing advanced practice mental health nursing skills by providing holistic care through assessment, crisis intervention, pharmacological management, biological or other therapies, and consultation/referral. Clock Hours: 3 clock hours clinical (45 hours clinical).

NURS 6110. Advanced Health Assessment: Clinical Application. 1 Credit Hour.

This course focuses on applying advanced health assessment skills; developing clinical basis for advanced assessment in nursing practice; collecting, interpreting and summarizing database; documenting findings; and presenting complete problem list. Clock Hours: 3 clock hours clinical (45 hours clinical). Prerequisites: An undergraduate health assessment course or comparable equivalent and; Corequisites: NURS 6210.

NURS 6113. Nursing and Health Systems Management 2: Seminar. 1 Credit Hour.

This course provides students the opportunity to discuss the role of the Administrative Nurse Management and Nurse Executive in a clinical service, department, or service line across the continuum of care. The focus is on the development of knowledge and skills for strategic planning, operational management, regulatory management, organizational priority setting, development of inter-professional relationships, and implementation of the evidence-based capstone project. Clock hours: 15 hours class seminar Prerequisites: NURS 6331, NURS 6203, NURS 6220, NURS 6313 and NURS 5318 Corequisites: NURS 6813.

NURS 6120. Clinical Nurse Leader Role 2: Seminar. 1 Credit Hour.

This seminar is designed to provide students enrolled in the CNO capstone clinical course the opportunity to discuss and analyze leadership challenges in the development and implementation of the CNL role in various health care microsystems. Clock hours: 1 semester class hour (15 clock hours class). Prerequisite: NURS 6230 and NURS 6233 Corequisites: NURS 6822.

NURS 6130. Nurse Practitioner Conceptual Basis For Advanced Practice Nursing. 1 Credit Hour.

The purpose of this course is to provide a conceptual basis for advanced practice nursing. Students examine nurse practitioner competencies with emphasis on acquiring knowledge and skills to assume leadership roles in health care delivery, health policy, and complex health care systems. Research and quality improvement mechanisms to implement change are explored.

NURS 6132. Population State of the Science. 1 Credit Hour.

This course provides a foundation for understanding of evidence-based clinical prevention and population care and services to individuals, families and aggregates/identified populations through the identification of key competencies and relevant and predictable learning opportunities in their practice settings.

NURS 6134. Clinical Application 1: Facilitation of Learning in an Academic Setting. 1 Credit Hour.

This practicum course provides students the opportunity to explore the scope and responsibilities of teaching in an academic setting; including exposure to regulatory processes and faculty governance, as well as, faculty practice, service research and scholarship activities. Students will also begin direct engagement in teaching students in their area of practice or population foci in classroom, online, lab, simulation and clinical settings. Prerequisites: NURS 6132 and NURS 6260 Corequisites: NURS 6262.

NURS 6136. Clinical Application 2: Facilitation of Learning in an Academic Setting. 1 Credit Hour.

This practicum course provides students the opportunity to expand direct engagement in teaching students in their area of practice or population foci in classroom, online, lab, simulation and clinical settings. Focus is on assuming a beginning leadership role in designing and implementing learning modules and strategies that support curriculum outcomes and reflect best practices, as well as, assumption of clinical teaching responsibilities and course maintenance in collaboration with faculty preceptor. Prerequisites: NURS 6132, NURS 6260, NURS 6262, and NURS 6134 Corequisites: NURS 6264.

NURS 6138. Clinical Application 3: Facilitation of Learning Across Health Systems. 1 Credit Hour.

This practicum course provides students the opportunity to explore the scope and responsibilities of educators in community health system environments. Clinical activities support understanding responsiveness to human resourcing, competency maintenance, safety, and staff development for enhanced clinical and system outcomes. Additional focus includes use of technology and informatics applications that support learning in diverse practice settings. Prerequisites: NURS 6132, NURS 6260, NURS 6262, NURS 6134, NURS 6264 and NURS 6136 Corequisites: NURS 6266.

NURS 6201. Advanced Mental Health Concepts. 2 Credit Hours.

The focus of this course is developing the theoretical basis for advanced practice nursing in mental health using a holistic perspective to examine the etiology, meaning, and consequences of human behavior. Clock Hours: 2 clock hours class (30 hours class). Corequisites: NURS 6101.

NURS 6203. Advanced Financial Management: Practicum. 2 Credit Hours.

This practicum provides students the opportunity to engage in the advanced financial management activities of a selected healthcare institution while working with a designated preceptor. Clock hours: 90 clock hours clinical practicum. Prerequisite: NURS 5356 Corequisites: NURS 5501.

NURS 6210. Advanced Health Assessment and Clinical Reasoning. 2 Credit Hours.

This course will build upon health assessment skills developed in the professional nurse's basic educational program. The theoretical and clinical basis for assessment in advanced practice will be developed. The process whereby the advanced clinician utilizes comprehensive physical, psychosocial, and cultural assessment across the lifespan, to gather specific data relevant to common health problems, is demonstrated. Faculty and preceptors facilitate laboratory and clinical experiences that focus on assessment of clients and presentation of findings in a variety of settings. An undergraduate health assessment course or comparable experience is required. Course Fees: Lab \$30 Corequisites: NURS 6110.

NURS 6212. Psychiatric Mental Health Nurse Practitioner (PMHNP) Diagnosis & Mgt 1: Clinical Application. 2 Credit Hours.

Primary care experience in health promotion, disease prevention, diagnosis and management of common psychiatric illnesses. Additionally, this course emphasizes collaborative, partnership development among patients, families, and interprofessional teams. Clock Hours: 90 hours clinical practicum Corequisites: NURS 6412.

NURS 6220. Program Planning and Evaluation: Practicum. 2 Credit Hours.

This course provides the opportunity to explore clinical or management problems in a variety of health care settings. The focus of this course is development of program planning and evaluation projects using analytical and problem-solving skills, processes, strategies, and evidenced-based practice. Students will be given the opportunity to work with an institutional based preceptor to develop theory-based interventions and evaluation strategies. Clock hours: 90 clock hours practicum. Prerequisites: NURS 5356, NURS 5306, and NURS 5307 Corequisites: NURS 6313.

NURS 6230. Clinical Nurse Leader 1: Role of The Adv. Generalist in Healthcare Microsystems. 2 Credit Hours.

The focus of this course is on assessment of clinical microsystems in healthcare settings to identify needed changes in clinical trajectory for patients within the system. Development of the role of the CNL as a patient care coordinator and educator for an interprofessional team is the aim of this course. Improving patient safety, quality outcomes, and planning for implementation of innovations in care based on evidence-based practice will be discussed. Clock hours: 30. Prerequisites: NURS 5339, NURS 5338, NURS 6210, NURS 6302, NURS 5306, NURS 5307, NURS 5356, NURS 6315, and NURS 6380.

NURS 6233. Clinical Nurse Leader 1: Role Of The Adv Generalist In Healthcare Microsystems - Clin Applications. 2 Credit Hours.

This course is a practicum course designed to assist the CNL in assessing a particular clinical microsystem of healthcare and designing educational programs for patients, families, and the interprofessional team. The focus of the assessment is on improving patient safety and selected quality outcomes based on evidence-based practice. Clock hours: 90 clinical clock hours, 30 hours clinical conference. Prerequisites: NURS 5339, NURS 5338, NURS 6210, NURS 6302, NURS 5306, NURS 5307, NURS 5356, NURS 6315, and NURS 6380 Corequisites: NURS 6230.

NURS 6248. Family Nurse Practitioner (FNP) Diagnosis and Management 1: Clinical Application. 2 Credit Hours.

The focus of this course is on primary care experiences promoting health, preventing disease, diagnosing and managing common illness in diverse populations, and on developing collaborative partnerships with patients, families, and interprofessional teams. Clock Hours: 90 hours clinical practicum Corequisites: NURS 6448.

NURS 6250. Advanced Health Promotion, Health Protection, and Disease Prevention. 2 Credit Hours.

Students analyze theories and research from nursing, health promotion, health protection and disease prevention. Family, human development, patient education and community are the foundation for exploring the phenomena of family focused care. Data grounded in epidemiological sources, health histories and family assessments are examined as the basis for identification of risk factors. Prerequisites: NURS 5306 and NURS 5307.

NURS 6260. Intro: Nursing Education Theories & Trends. 2 Credit Hours.

This course will introduce the nursing education theories and trends that influence the development of nursing education programs in academic and service settings.

NURS 6262. Curriculum. 2 Credit Hours.

This course is designed to introduce the student to the process of curriculum development. The teaching and learning processes are examined from the standpoint of education and nursing research and the effect on various curriculum patterns. Students are introduced to selected learning theories and strategies to promote critical thinking and active learning. The course provides opportunity for examination for factors that influence curriculum development, implement, and evaluation in interprofessional education. Prerequisites: NURS 6132 and NURS 6260 Corequisites: NURS 6134.

NURS 6264. Strategies that Facilitate Learning Across Delivery Modalities and Systems. 2 Credit Hours.

This course focuses on theory and evidence based strategies enacted to create successful learning and environments; including responsiveness to individual student and staff characteristics and learning needs, desired outcomes, content and context. Additional focus includes technology and informatics applications that support learning in classroom, distance, skills lab, simulation, clinical education, and health care systems practice sites. Prerequisites: NURS 6132, NURS 6260, NURS 6262 and NURS 6134 Corequisites: NURS 6136.

NURS 6266. Evaluation in Education. 2 Credit Hours.

This course is designed to introduce the student to the process of curriculum evaluation. Strategies for assessing and evaluating learning outcomes will be examined. Students are introduced to methods of classroom and clinical evaluation. The course provides opportunity for examination of comprehensive program evaluation. Prerequisites: NURS 6132, NURS 6260, NURS 6262, NURS 6134, NURS 6132, NURS 6138 and NURS 6136 Corequisites: NURS 6138.

NURS 6298. Develop Thesis Proposal. 2 Credit Hours.

The focus of this course is development and refinement of the thesis proposal. Must have consent of thesis advisor to enroll in this course and the course is completed when the proposal is approved by the thesis advisors. Prerequisites: NURS 5306 and NURS 5307.

NURS 6302. Advanced Pharmacotherapeutics. 3 Credit Hours.

This course focuses on advanced practice knowledge and skills in the therapeutic use of pharmacologic agents including pharmacologic treatment of major health problems, pharmacokinetics principles, pharmacodynamics, pharmacogenomics and legal aspects of prescribing. Clock Hours: three clock hours class (45 hours class). Prerequisites: NURS 5338.

NURS 6312. Advanced Mental Health Concepts. 3 Credit Hours.

The focus of this course is developing the theoretical basis for advanced practice nursing in mental health using a holistic perspective to examine the etiology, meaning and consequences of human behavior. Graduate Standing is a prerequisite for this course.

NURS 6313. Program Planning and Evaluation. 3 Credit Hours.

This course provides the opportunity to explore management problems in health care settings with an emphasis on program planning and evaluation. Using analytical and problem-solving skills, processes, strategies, and evidenced-based practice, students will be given the opportunity to develop theory-based interventions and evaluation strategies. Clock hours: 3 clock hours class Prerequisites: NURS 5356, NURS 5306 and NURS 5307 Corequisites: NURS 6220.

NURS 6315. Informatics & Health Care Technologies. 3 Credit Hours.

This course addresses advanced leadership roles in the clinical setting related to information systems and patient care technology. The content focuses on information systems that assist in monitoring outcomes and quality improvement, patient safety, and evaluation and selection of patient care technology and consumer health information sources. Legal and ethical issues related to information systems and patient care technology will be explored. Graduate Standing is a prerequisite for this course.

NURS 6317. Healthcare Information Systems and Patient Care Technology. 3 Credit Hours.

This course is an introduction to the health care and nursing informatics and computing environment. It provides a basis for understanding the impact of information technology on health care practice and critical thinking in clinical decision making. Theoretical and applied approaches furnish a basis for understanding and participating in the use of informatics systems in health care and nursing. Emphasis is on the use of technology to access knowledge and to create science-based practice protocols for informed clinical decision making in health care and nursing. NOTE: First course of two in Informatics Minor - or - may be taken as an Elective course. This course requires basic computer competencies. Clock hours: three clock hours class.

NURS 6331. Advanced Financial Management. 3 Credit Hours.

This course covers advanced financial management concepts relevant to managing the business of healthcare. Key concepts covered include principles of advanced financial management, interpretation of financial statements, regulatory requirements imposed by payers and accreditors, advanced budgeting and variance analysis, forecasting, and productivity management. The role of the Administrative Nurse Manager in interprofessional financial planning for quality, safety, and financial stability will be addressed. Prerequisites: NURS 5356 Corequisites: NURS 6203.

NURS 6353. Transforming Complex Healthcare Systems For Quality and Safety. 3 Credit Hours.

This course focuses on the analysis, synthesis, and application of science to address current and emerging problems related to patient care quality and safety within a healthcare system. Organizational theories and culture, and the dynamic forces at microsystem, mesosystem, and macrosystem levels are explored. The unique role of advanced nursing in quality improvement and conceptualization and redesign of effective care delivery models that address gaps in science and delivery of patient care services will be explored. Clock hours: 45 clock hours class Prerequisites: NURS 5339.

NURS 6380. Fundamentals of Epidemiology. 3 Credit Hours.

This course is designed to study the distribution and determinants of health and disease in human populations. Improving health by altering personal and environmental risk factors will be a major focus. Epidemiological research using technology and public health informatics will be introduced. Clock hours: 45 clock hours.

NURS 6412. Psychiatric Mental Health Nurse Practitioner Diagnosis and Mgmt: Concepts and Theory 1. 4 Credit Hours.

This course provides the theoretical basis for the competencies of the Psychiatric Mental Health Nurse Practitioner (PMHNP). This course lays the scientific foundation for independent practice as the RN transitions to the role of the Nurse Practitioner in health promotion, disease prevention, diagnosis and management of illness in psychiatric patients across the lifespan. Using self-directed learning strategies, disorders of approximately one half of the physiologic/psychological systems are examined. Psychotherapies and theories of half of psychopathology are surveyed. Additionally, this course emphasizes collaborative, partnership development among patients, families, and interprofessional teams. Prerequisites: NURS 5339, NURS 5306, NURS 5307, NURS 5356, NURS 6317, NURS 6250, NURS 5338, NURS 6302, NURS 6110, NURS 6210, NURS 6101 and NURS 6201.

NURS 6416. Psychiatric Mental Health Nurse Practitioner (PMHNP) Diagnosis And Mgmt: Concepts & Theory 2. 4 Credit Hours.

The focus of this course is refinement of the Psychiatric Mental Health Nurse Practitioner (PMHNP) role in health promotion, disease prevention, diagnosis and management in psychiatric practice with diverse populations across the lifespan. Using problem-based and self-directed learning strategies, disorders of the remaining physiologic systems and psychiatric disorders are examined. Emphasis is placed on differentiating signs and symptoms to formulate possible diagnoses and determining the effect of the illness on the family. In addition, the nurse practitioner's role as a collaborative member of the interprofessional team will be evaluated. Prerequisites: NURS 5339, NURS 5306, NURS 5307, NURS 5356, NURS 6315, NURS 6250, NURS 5338, NURS 6302, NURS 6110, NURS 6210, NURS 6312 and NURS 6412.

NURS 6423. Pediatric Nurse Practitioner (PNP) Primary Care Diagnosis And Management: Concepts And Theory 1. 4 Credit Hours.

This course provides the theoretical basis for the competencies of the Nurse Practitioner (NP). This course lays the scientific foundation for independent practice as the RN transitions to the role of the Nurse Practitioner in health promotions, disease prevention diagnosis and management of illness in primary healthcare practice in diverse infant, child and adolescent population. Using self-directed learning strategies, disorders approximately one half of the physiologic systems are examined. Additionally, this course emphasizes and collaborative partnership development among patients families and interprofessional teams. Clock Hours: 60 clock hours didactic Prerequisites: NURS 5306, NURS 5307, NURS 5356, NURS 5339, NURS 6210, NURS 6201, NURS 5338, NURS 6380, NURS 6317, NURS 6250, NURS 6302, NURS 6110 and NURS 6101.

NURS 6428. Pediatric Nurse Practitioner (PNP) Primary Care Diagnosis And Management: Concepts And Theory 2. 4 Credit Hours.

The focus of this course is refinement of the Pediatric Nurse Practitioner's role in health promotion, disease prevention, diagnosis and management in primary health care practice with diverse population from birth through adolescent. Using problem-based and self-direct learning strategies, disorders of the remaining physiologic system are examined. Emphasis is placed on differentiating signs and symptoms to formulate possible diagnosis and determining the effect of the illness on the family. In addition, practitioner role as a collaborative member of the interprofessional team will be evaluated. Clock hours: 60 hours Prerequisites: NURS 5339, NURS 5306, NURS 5307, NURS 5356, NURS 6317, NURS 6250, NURS 5338, NURS 6302, NURS 6110, NURS 6210, NURS 6101, NURS 6201 and NURS 6423.

NURS 6451. Family Nurse Practitioner (FNP) Diagnosis Management of Young Families: Concepts & Theory. 4 Credit Hours.

This course provides the theoretical basis for the competencies of the Family Nurse Practitioner (FNP) in the care of young families. This course lays the scientific foundation for independent practice in health promotion, disease prevention, and the diagnosis and management of acute and chronic illness for patients across the reproductive continuum and the health and illness from birth to adolescents in the primary healthcare setting. Additionally, this course emphasizes collaborative partnership development among patients, families, and interprofessional teams. Prerequisites: NURS 5306, NURS 5307, NURS 5339, NURS 5356, NURS 6317, NURS 6250, NURS 5338, NURS 6302, NURS 6110, NURS 6210, NURS 6101 and NURS 6201.

NURS 6452. Family Nurse Practitioner (FNP) Diagnosis Management of Aging Families: Concepts & Theory. 4 Credit Hours.

This course provides the theoretical basis for the competencies of the Family Nurse Practitioner (FNP) in health promotion, diagnosis and management in the primary healthcare setting for the mature and aging patient and family. Problem-based and self-directed learning strategies are used to review acute and chronic disorders of the aging patient and family. Emphasis is placed on differentiating signs and symptoms to formulate possible diagnoses and determining the effect of illness on this diverse population. Additionally, this course emphasizes the FNP as a collaborative member of the interprofessional team. Prerequisites: NURS 5306, NURS 5339, NURS 5307, NURS 5356, NURS 6315, NURS 6250, NURS 5338, NURS 6302, NURS 6110, NURS 6210, NURS 6312.

NURS 6455. Adult-Gerontology Acute Care Nurse Practitioner Diagnosis and Management: Concepts And Theory 1. 4 Credit Hours.

This course introduces the student to the principles of diagnostic and treatment strategies utilized in acute/critical care settings by the Adult-Gerontology Acute Care Nurse Practitioner. The use of evidence based practice is encouraged to develop a strong scientific foundation for independent and collaborative practice as the registered nurse transitions to the role of the Adult-Gerontology Acute Care Nurse Practitioner. The focus is in health promotion, disease prevention, diagnosis and management of common illnesses seen in the acute care settings affecting the young adult, adult and older adult populations. In addition, this course emphasizes collaborative partnership development between patients, their families and inter-professional teams. Successful completion of PH 2610. Prerequisites: NURS 6210, NURS 6302, NURS 6201 and NURS 5338 Corequisites: NURS 6655.

NURS 6456. Adult-Gerontology Acute Care Nurse Practitioner Diagnosis and Management: Concepts And Theory 2. 4 Credit Hours.

This course fosters the progression of the Adult-Gerontology Acute Nurse Practitioner student's role transition in the areas of health promotion, disease prevention, diagnosis and management in high acuity practice settings for the young adult, adult and older adult with complex acute, critical and chronic health conditions. Using problem-based and self-directed learning strategies, disorders of the physiologic systems are presented and build on the information presented in Diagnosis and Management: Concepts and Theory 1. Emphasis is placed on using evidence-based practice to formulate individualized plans for care and developing collaborative partnerships with patients, their families and inter-professional teams. Prerequisites: NURS 6455 and NURS 6655 Corequisites: NURS 6656.

NURS 6615. Pediatric Nurse Practitioner (PNP) Primary Care Diagnosis and Management 1: Clinical Application. 6 Credit Hours.

This course focuses on primary care experiences promoting health, preventing disease and diagnosing and managing acute and chronic illness from birth through adolescence and developing collaborative partnerships among patients, families, and interprofessional teams. Prerequisites: NURS 6423 and NURS 6428.

NURS 6616. Pediatric Nurse Practitioner (PNP) Primary Care Diagnosis & Management 2: Clinical Application. 6 Credit Hours.

This course focuses on refining the Pediatric Nurse Practitioner role in primary healthcare practice in diverse populations. Emphasis is placed on care of persons with complex health problems from birth through adolescence. In addition, the nurse practitioner's role as a collaborative member of the interprofessional team will be evaluated. Prerequisites: NURS 6423, NURS 6428 and NURS 6616.

NURS 6620. Family Nurse Practitioner (FNP) Diagnosis & Management of Aging Families: Clinical Application. 6 Credit Hours.

The focus of this course is integration of the Family Nurse Practitioner's core knowledge in health promotion, diagnosis and management in the care of the mature and aging patient and families in the primary healthcare setting. Emphasis is placed on the care of mature and aging patients and families with acute and chronic complex health problems. In addition, the family nurse practitioner as a collaborative member of the interprofessional team will be emphasized. Prerequisites: NURS 6451 and NURS 6452.

NURS 6621. Family Nurse Practitioner (FNP) Diagnosis & Management of Young Families: Clinical Application. 6 Credit Hours.

This course focuses on the primary care experience in health promotion, disease prevention, and diagnosis and management of acute and chronic illness in patients across the reproductive continuum and the health and illness from birth to adolescents. Additionally, this course emphasizes collaborative partnership development among patients, families and interprofessional teams. Prerequisites: NURS 6451 and NURS 6452.

NURS 6623. Psychiatric Mental Health Nurse Practitioner (PMHNP) Diagnosis & Management 1: Clinical Application. 6 Credit Hours.

Primary care experience in health promotion, disease prevention, diagnosis and management of psychiatric illness. Additionally, this course emphasizes collaborative partnership development among patients, families, and interprofessional teams. Prerequisites: NURS 6412 and NURS 6416.

NURS 6624. Psychiatric Mental Health Nurse Practitioner (PMHNP) Diagnosis & Management 2: Clinical Application. 6 Credit Hours.

The focus of this course is refinement of the Psychiatric Mental Health Nurse Practitioner role in health promotion, diagnosis and management in psychiatric practice in diverse populations across the life span. Emphasis is placed on care of persons with complex health problems. In addition, the nurse practitioner's role as a collaborative member of the interprofessional team will be evaluated. Prerequisites: NURS 6412, NURS 6416 and NURS 6623.

NURS 6655. Adult-Gerontology Acute Care Nurse Practitioner Diagnosis and Management 1: Clinical Application. 6 Credit Hours.

This course develops clinical competency and emphasizes the integration of theory, assessment and advanced therapeutics for young adults, adults and older adults in a high acuity setting. Students will perform comprehensive clinical assessments including appropriate diagnostic and therapeutic testing. Management of acute and chronic health problems will be under the direction of clinical preceptors. Clinical placements will include a variety of acute/critical care areas including but limited to: emergency department, medical/surgical intensive care units, intermediate care and specialty services such as transplant and oncology. Gerontology experiences will be provided in long term, rehabilitation facilities and the acute care setting. In addition, this course emphasizes collaborative partnerships development between patients, their families, and inter-professional teams. Prerequisites: NURS 6455.

NURS 6656. Adult-Gerontology Acute Care Nurse Practitioner Diagnosis and Management 2: Clinical Application. 6 Credit Hours.

The focus of this course is to foster continued development of the clinical competency of the Adult Gerontology Acute Care Nurse Practitioner student in health promotion, disease prevention, and the formulation of evidence based treatment strategies in a high acuity setting for the young adult, adult and older adult populations. Content is directed toward the care of persons across the adult continuum with complex health problems. In addition, the refinement of the AG-ACNP's role as a patient advocate and collaborative member of the inter-professional team will be emphasized. Prerequisites: NURS 6455 and NURS 6655.

NURS 6813. Nursing and Health Systems Management 2: Capstone Practicum. 8 Credit Hours.

This capstone practicum provides an opportunity for the student to implement the role of the Administrative Nurse Manager in a selected institutional or community-based health care setting under the preceptorship of an experienced nurse executive. The emphasis of the course is development of knowledge and skills for strategic planning and operational management, implementation, regulatory management, organizational priority setting, interprofessional relationships, and the development of an evidence-based capstone project. Clock hours: 360 hours class practicum Prerequisites: NURS 6331, NURS 6203, NURS 6313, and NURS 6220, NURS 5318 Corequisites: NURS 6113.

NURS 6822. Clinical Nurse Leader Role 2: Clinical Application For The Advanced Nursing Generalist. 8 Credit Hours.

This capstone clinical experience is designed for students to develop expertise in clinical leadership in their respective interest areas. The health care setting will vary based on a student's chosen program focus. Planning implementation of selected microsystems changes that will enhance the culture of learning, culture of safety, and improved patient outcomes based on evidence-based practice is the focus of this clinical course. At the successful conclusion of the course a student will be eligible to sit for the CNLTM credentialing examination provided by the American Association of Colleges in Nursing. Clock hours: 450 clinical clock hours, 30 clock hours clinical conference. Prerequisites: NURS 6230 and NURS 6233 Corequisites: NURS 6120.

NURS 7099. Dissertation. 1-9 Credit Hours.

Prerequisites: Admission to candidacy for Doctor of Philosophy degree; registration for two terms is required of PhD candidates.

NURS 7105. Role Of The Clinical Nurse Scientist. 1 Credit Hour.

This course will focus on the professional and ethical roles and responsibilities of the Clinical Nurse Scientist in advancing the discipline of nursing through the generation of clinical knowledge, discovery, and theory development. Potential settings for practice that are traditional, such as academic health centers as well as emerging venues, will be explored. Discussions about issues that may affect the Clinical Nurse Scientist in developing lifelong career/scholarship trajectories will occur.

NURS 7111. Advanced Nursing Seminar. 1 Credit Hour.

This seminar course provides the student with knowledge to facilitate integration and synthesis of the essential specialty competencies necessary to plan and design their DNP Practice Inquiry Project. This seminar may include a variety of activities, identification of the opportunity for improvement, literature synthesis and evidence for their theory based organizational intervention at multiple system levels. The activities will be specific to the student's identified area of specialty. Students will share issues related to the plan and design of the DNP Practice Inquiry Project in seminar. Prerequisites: Graduate Standing Corequisite: NURS 7511.

NURS 7222. Leadership In Complex Healthcare Systems. 2 Credit Hours.

The focus of this course is on leadership skills preparing nurses for intra/interprofessional leadership in complex healthcare systems including collaborative and consultative models, conflict and board management, and advanced communication and team-building skills with emphasis on innovation and change. Clock hours: 2 clock hours class (30 hours class) Prerequisite: NURS 5339.

NURS 7226. Ethics Of Nursing Science. 2 Credit Hours.

The focus of this course is on the ethical imperative/implications in the role of the clinical nurse scientist. Current ethical theories are critiqued and the ethical implications of the major research paradigms are evaluated. Ethical issues arising from selected theoretical/research approaches are examined.

NURS 7301. Methods For Evidence-Based Practice (EBD) Translational Science 1. 3 Credit Hours.

This course focuses on analyzing evidence-based practice paradigms, quality improvement, and patient safety; appraising primary research and systematic review; and examining approaches to measuring care processes, organizational factors, nursing performance, and patient outcomes. Clock hours: 3 clock hours class (45 hours class) Prerequisites: NURS 5306 and NURS 5307.

NURS 7310. Theory Development, Analysis And Evaluation In Nursing. 3 Credit Hours.

This course provides opportunity to study a system for the development of nursing science through middle-range theory development. Learning activities include engaging in strategies for concept, statement clarification, and theory clarification. Students and faculty dialog about theory application, theory construction, evaluation, and clinical testing of theory. The relationship between research and clinical practice to theory generation and testing is explored. The student and faculty will have the opportunity to gain practice in strategies for middle-range theory building. Prerequisites: NURS 7325 and NURS 7226.

NURS 7311. Nursing Practice: Theories And Research In Leadership, Quality, Safety, And Evidence Base. 3 Credit Hours.

This course focuses on leadership, chaos, system, improved and transitional science theories and patient safety, healthcare quality and evidence-based research and models to frame improvement, implementation, and translational research studies.

NURS 7312. DNP Practice Inquiry Seminar. 3 Credit Hours.

This course requires the student to engage faculty and community leaders in the implementation and reporting of the process and outcomes of their theory and evidence based organizational intervention at multiple system levels. The student explores specific issues related to the specific practice topic that leads to an evidence-based improvement project. The role of the DNP as leader and innovator in complex organizational systems will be discussed as it relates to the proposal and implementation. Faculty, practice leaders and experts will assist with development of a plan that is relevant and feasible. Successful completion of PH 1690 as an alternate to NURS 7321. Prerequisites: NURS 7321, NURS 7301, and NURS 7323 Corequisites: NURS 7313.

NURS 7313. DNP Practice Inquiry: Clinical Application. 3 Credit Hours.

This course requires the student to engage faculty and community leaders in the implementation and reporting of the process and outcomes of their theory and evidence based organizational intervention at multiple system levels. The role of the DNP as leader and innovator in complex organizational systems will be discussed as it relates to implementation and evaluation. Faculty, practice leaders and experts will assist with the implementation and evaluation of a practice inquiry project. Successful completion of PH 1690 as an alternate to NURS 7321. Prerequisites: NURS 7321, NURS 7301 and NURS 7323 Corequisite: NURS 7312.

NURS 7314. Nursing and Health Systems Administration. 3 Credit Hours.

This course is designed to prepare the professional chief nurse executive to provide strategic direction for all aspects of nursing care and care delivery operations for multiple clinical departments, hospitals and service lines across the continuum in regional and/or national healthcare systems to provide value. Successful completion of PH 1690 as an alternate to NURS 7321. Prerequisites: NURS 7321, NURS 7301 and NURS 7323 Corequisite: NURS 7414.

NURS 7316. Statistical Analysis For Nursing Science. 3 Credit Hours.

The foundational course focuses on statistics and computing skills that assist students to understand statistical methods, gain computing skills, interpret and perform basic statistical tests, and critique typical quantitative articles. Clock Hours: 3 clock hours class. Prerequisites: Graduate standing.

NURS 7321. Statistical Analysis for Quality Improvement and Health Delivery Systems. 3 Credit Hours.

This course examines the concepts and techniques to develop, improve, and evaluate patient care and health care delivery systems from multiple perspectives including efficiency, effectiveness, and comparability. Students are provided with essential knowledge for evaluation of research to guide evidence-based practice at the highest level. This course provides an overview of the logic and appropriate use of statistical techniques most commonly reported in the research literature of the health professions. Students build on knowledge they have gained from basic statistics courses to develop advanced skills in interpreting and understanding common univariate and multivariate statistical approaches presented in published health care reports. Using a project-oriented approach, students are provided with statistical tools necessary to conduct state-of-the-art practice improvement projects and support leadership decisions. Prerequisite: Graduate Standing.

NURS 7322. Healthcare Policy Analysis and Advocacy. 3 Credit Hours.

This course focuses on analyzing, designing, implementing, and evaluating public policy process; engaging in policy decision-making process; participating in health services research, policy, and economic analysis; and political advocacy.

NURS 7323. Design And Analysis For Evidence-Based Practice (EBP) Translational Science 2. 3 Credit Hours.

This course extends Evidence-Based Practice Translational Science 1 to refine the student's ability to integrate research and knowledge into practice and evaluate impact on healthcare quality and safety and patient outcomes. Students will have the opportunity to use advanced program evaluation research approaches and analytic methods to design and evaluate innovations in systems of care in terms of care processes and patient outcomes. The course emphasizes appropriate and analytic approaches in translational science and explores ethical issues in translational science. Clock hours: 3 clock hours class (45 hours class) Prerequisites: NURS 7301.

NURS 7324. Healthcare Economics And Policy. 3 Credit Hours.

This course prepares the student to lead improvements in health care and shape health policy through an understanding of macroeconomic principles in the health care market. Students will be given the opportunity to apply theoretical and empirical economic analysis to business and public policy issues in health care.

NURS 7325. Philosophy Of Nursing Science. 3 Credit Hours.

The focus of this course is on articulating the differences in models of knowing and on analyzing the role of science and scientists in society. Emphasis is on the process of analysis, the ability to present the pros and cons of current and anticipated ethical issues, influencing specific clinical situations, and on development and use of technologies in health care. Clock hours: 4 seminar hours per week. Prerequisites: study of advanced professional elements and issues; role(s) socialization.

NURS 7373. Nursing: Quantitative Research Methods 2. 3 Credit Hours.

This course presents modern and classical psychometrics for nursing science from the perspective of item response theory. Most of the course will cover classical test theory from the perspective of modern test theory. An introduction to binary item response theory will also be presented. The course will emphasize applications within the context of modern psychometric principles. Prerequisites: NURS 7325, NURS 7226, NURS 7374, NURS 7310, NURS 7380, NURS 7375 Corequisites: NURS 7381.

NURS 7374. Nursing-Content & Practice: Quantitative Research Methodology 1. 3 Credit Hours.

Integration of the research process and qualitative and quantitative analysis, including concept mapping, operationalization of concepts, and appropriate statistical treatments, make up the content of this course. The course will incorporate identifying clinical research questions and developing study proposals for such questions. Clock Hours: three class hours.

NURS 7375. Regression Models For Nursing Science. 3 Credit Hours.

This course presents regression analysis at an intermediate level. Course will focus on regression for continuous variables: specification, estimation, testing, and diagnostics. Logistic regression for binomial and multinomial variables, log-linear regression for count variables, and proportional hazards regression for duration variables will be explored. An introduction to multilevel regression will occur. Prerequisites: Graduate standing.

NURS 7377. Mixed Methods For Clinical Nurse Scientists. 3 Credit Hours.

This course will cover the use of mixed methods, quantitative and qualitative, to address complex research questions in nursing and health care. Problems of trying to merge methods and practical strategies for accomplishing this successfully, as well as paradigmatic issues, will be discussed. Prior products developed in quantitative and qualitative methods classes to devise a mixed method proposal that integrates readings on mixed methods with the student's own research interests will be used. Prerequisites: NURS 7374 and NURS 7380.

NURS 7380. Qualitative Inquiry For Clinical Nursing Research. 3 Credit Hours.

This course will introduce students to qualitative inquiry as an approach to knowledge discovery applicable to clinical nursing research. Students will analyze, compare, and contrast a variety of qualitative approaches including philosophical underpinnings, methodologies, and applications. Those approaches may include: Phenomenology, ethnography, grounded theory, case study, historical research, naturalistic inquiry, interpretive analysis, action research, and focus-group methods. Criteria for evaluating qualitative research reports to critique qualitative research studies will be utilized. The relationship between a clinical problem and specific research methods will be analyzed. Students will have the opportunity to develop research questions and analyze their applicability to specific clinical issues, and learn varied strategies for collecting and analyzing qualitative research data. Prerequisites: NURS 7325, NURS 7226, and NURS 7310 Corequisites: NURS 7325, NURS 7226, and NURS 7310.

NURS 7381. Nursing: Synthesis And Application Of Clinical Research. 3 Credit Hours.

This course integrates the dynamic elements of clinical practice, theory, and research to prepare doctoral students to function effectively in the synthesis and application of clinical research. This course provides guided direction in the processes used for dissertation development and grant application proposals. Students are required to be actively involved in the critique and analysis of published literature and other students' dissertation proposals, grant applications, and manuscripts. Prerequisites: NURS 7325, NURS 7226, NURS 7310, NURS 7374, NURS 7375, and NURS 7105.

NURS 7382. Structural Equation Models For Nursing Science. 3 Credit Hours.

This course presents structural equation modeling (SEM) for nursing science. The course will begin with a review of regression from an SEM perspective. The first major topic of the course will be path analysis, including model specification, methods of estimation, recursive and non-recursive models, direct, indirect, and total effects, methods of estimation, single and multi-group analyses, moderators and mediators, and the assessment of causality. The second major topic will be psychometrics from an SEM perspective, including congeneric test theory, reliability and stability, convergent and discriminant validity, and confirmatory factor analysis. The third major topic will combine the first two into structural equations, including model specification and identification, methods of estimation, second-order factor analysis, and the assessment of causal structure. Prior completion of Intermediate statistics is required to register for this course.

NURS 7383. Qualitative Methods 2: Application In Nursing Science. 3 Credit Hours.

This course is designed to provide students an opportunity to conceptualize a research problem from a qualitative perspective, to study one specific method (grounded theory, ethnography, phenomenology, hermeneutics), and to practice qualitative approaches to data collection and analysis in that method. Students will have opportunities to write a mini-proposal guided by a qualitative research question and leading to a specific qualitative research approach to the problem. There will be opportunities for participating in Mock reviews of qualitative research proposals (either as investigator or reviewer). Students will have the opportunity to learn the IRB approval process with qualitative proposals and will have opportunities to develop pilot research strategies building to a dissertation proposal. Strategies will include interviewing, focus group, or participant observation following the selected method. Through this process students are required to practice and learn strategies and processes for conceptualizing and implementing a qualitative study guided by a specific qualitative methodology. Prerequisites: NURS 7325, NURS 7226, NURS 7374, and NURS 7380.

NURS 7414. Nursing & Health Systems Administration: Clinical Application. 4 Credit Hours.

This practicum experience in health systems administration is designed to provide the nurse executive student the opportunity to apply systems thinking to analyze, design and provide executive leadership for all aspects of administrative and clinical care to assure quality and value in healthcare delivery. Successful completion of PH 1690 as an alternate to NURS 7321. Prerequisites: NURS 7321, NURS 7301 and NURS 7323 Corequisites: NURS 7314.

NURS 7511. Advanced Nursing: Clinical Application. 5 Credit Hours.

This course provides the student with clinical specialty immersion experiences to facilitate integration and synthesis of the essential competencies necessary for implementation of the DNP Practice Inquiry Project. Students will engage faculty and practice leaders in the plan and design of the project. The practice immersion experience may include a variety of activities related to the identification of the opportunity for improvement, analyzing the organizational context and strategies for design with appropriate clinicians in the clinical practice immersion. The setting and activities will be specific to the student's identified area of specialty. Corequisites: NURS 7111.