Nursing (NURS)

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5000. Investigation of Special Topics

Variable (1-6) credits. Prerequisite: Instructor consent. May be repeated for a total of six credits.

5001. Holistic Nursing Part 1: Basic Concepts

Three credits. Prerequisite: Open only to Nursing graduate and certificate students; open to non-degree students who hold a bachelor's degree and RN with consent.

The curriculum in this three-course certificate program is designed for nurses interested in integrating holistic principles and evidence-based modalities in their professional practice. Students will learn about the state of the science in holistic care and the latest research on the efficacy and safety of a variety of complementary and alternative modalities (CAM). This course was developed around the five core values and scope and standards of holistic nursing and provides nurses with the educational foundation required to take the national board certification examination in holistic nursing. Teaching/learning interventions and CAM are selected as examples of nursing approaches to promote health and healing of patients. Every nurse who completes the three courses will receive a certificate.

5002. Holistic Nursing Part 2: Advanced Concepts

Three credits. Prerequisite: NURS 5001; open only to Nursing graduate students; open to non-degree students who are nurses with consent.

The curriculum in this three-course certificate program is designed for nurses interested in gaining a holistic perspective in nursing practice and everyday life and provides nurses with the educational foundation required to take the national board certification examination in holistic nursing. This course introduces students to advanced concepts in holistic nursing. Major concepts of health and wellness, body-mind healing, spirituality and health, selected complementary and alternative modalities (CAM), and evidenced-based practice are highlighted. Participants engage in experiential activities that explore and analyze a range of practices that are applicable for providing holistic care in a variety of health care settings. Every nurse who completes the three courses will receive a certificate.

5003. Holistic Nursing Practicum

Three credits. Prerequisite: NURS 5001 and 5002, which may be taken concurrently.

Provides students with an opportunity to apply theory from holistic nursing to individuals, families, and community groups in a variety of health care settings. Focus is on relationship-centered holistic care and selected CAM modalities applied across the wellness-illness continuum in collaboration with other members of the health care team. Selected readings, clinical experiences, and practicum project are determined in collaboration with faculty.

5012. Nursing Science and Patterns of Knowing in Advanced Nursing Practice

Three credits. Prerequisite: Open only to Nursing graduate students, others with consent.

An historical, contemporary and futuristic exploration of the art and science of nursing praxis including patterns of knowing: empirical, ethical, aesthetic, existential and emancipatory. Theories and models derived from nursing and the social sciences are synthesized for their usefulness in advanced practice nursing care for individuals, families, and communities to promote health and manage a variety of problems such as health threats, acute and chronic illnesses, and transitions. Opportunities are provided for students to synthesize family health concepts for use in clinical practice, scholarship, and research.

5020. Statistical Methods in Health Sciences Research

Three credits. Prerequisite: Open only to Nursing graduate students; others with instructor consent.

Quantitative procedures including descriptive and inferential statistics, non-parametric approaches to data, and parametric analyses. Selected research designs are explored. Analytic techniques are applied for use in selected research designs in health sciences research.

5030. Nursing Research for Evidence Based Practice

Three credits. Recommended preparation: NURS 5020.

Examination of qualitative and quantitative methods of primary research employed to answer questions in nursing practice. Concepts include patient safety and quality principles, quality/process improvement, and evidence-based practice processes. Emphasis is on problem identification; design principles; and accessing, analyzing, disseminating and applying research for evidence-based practice.

5060. Advanced Pathophysiology: Concepts for Advanced Nursing Practice Across the Lifespan

Three credits.

Designed for nurses preparing for advanced nursing practice roles across varying population foci. Concepts will include advanced human physiology, pathophysiology, and common clinical manifestations. A body-systems framework will be used.

5062. Advanced Health Assessment across the Lifespan

Three credits. Prerequisite or corequisite: NURS 5060; open only to Nursing graduate students, others with consent.

Principles and techniques of advanced health assessment across the life span are examined and practiced.

5070. Advanced Pharmacodynamics and Implications for Nursing Actions

Three credits. Prerequisite: NURS 5060.

Emphasis is placed on pharmacodynamics, on nursing measures that support desired drug responses or reduce side effects that must be tolerated, and on client teaching indicated by pharmacotherapy.

5089. Quality and Microsystems

Four credits. Prerequisite: NURS 5011 or 5012, and NURS 5060, 5070, 5030, 5020, 5062, 5865 and 5885; NURS 5865 and 5885 may be taken concurrently. May be repeated once for credit.

The didactic portion of the course introduces quality improvement methods used in microsystems; and the role of the Clinical Nurse Leader as a leader, educator, and advocate for safe, cost effective quality care. The clinical practicum (100 hours) focuses on completing a quality improvement assessment of a microsystem using the 5-Ps approach.

5095. Individualized Study

Variable (1-6) credits.

Description will vary depending on the needs/goals for each occurrence.

5098. Independent Study

Variable (1-6) credits. Prerequisite: Instructor consent. May be repeated credit.

5099. Clinical Nurse Leader Role, Quality and Clinical Immersion

Four credits. Prerequisite: NURS 5089.

Didactic (0.25 credit) and clinical (3.75 credit) course focusing on demonstration of CNL competencies for planning and implementing a quality improvement project using a theoretical framework, culminating in a 300-400 hour clinical immersion experience which includes the management of the quality project as identified in NURS 5089.

5101. Fundamental Mechanisms of Acute and Chronic Pain

Three credits. Recommended preparation: background in nursing or other health or allied health training.

An exploration of physiological processes involved in pain transmission as well as the psychological, emotional, and cognitive processes that modulate pain experience based on the current literature using both animal and human pain models.

5102. Basic and Clinical Pain Research

Three credits. Prerequisite: NURS 5101.

Exploration of the methods and models (both basic and clinical) used to study pain.

5103. Pharmacology of Pain and Analgesia

Three credits. Recommended preparation: background in nursing or other health or allied health training.

The pharmacological processes underlying normal and pathological pain states, and will build upon this knowledge to gain an understanding of the pharmacotherapies currently utilized for the treatment of pain and their shortcomings. Particular emphasis will also be placed on the concept of individualized care and developing technologies within this realm.

5104. Pain Assessment and Management

Three credits. Prerequisite: NURS 5101 and 5102.

This seminar-based course comprised of seminars by clinicians and pain scientists will evaluate, integrate and translate findings from primary literature into evidence-based practice.

5111. Healthcare Innovation Theory and Application

Three credits. Prerequisite: Open only to students in the Healthcare Innovation Certificate program.

Introduction to innovation as a concept, leading theories and applications to healthcare. First in a series of four courses for the Healthcare Innovation certificate program. Defines the concept of innovation within the first week, exposes students to leading innovation theorists (e.g., Christensen, Drucker, Rogers and von Hippel). Each theorist has a different approach and perspective on innovation. Students should be able to compare and contrast the key theorists, their perspectives and identify real life situations (e.g., case studies) that can be supported (and not supported) by the concepts within these theories. While these theorists are not healthcare professionals, their theories have been used to explain phenomenon in the healthcare industry. Beyond the theoretical and conceptual understanding of innovation, students will demonstrate an understanding of how to apply these theories to real life use cases. Emphasizes the relationship between innovation and evidence-based practice.

5112. Healthcare Opportunities for System Level Solutions

Three credits. Prerequisite: NURS 5111 or instructor consent.

Use of principles identified in NURS 5111 to identify opportunities in health care (e.g., problems to be solved). Nurses and healthcare professionals work around problems every day. Yet, rarely are these workarounds viewed as system level opportunities for improvements. Emphasize the critical thinking and creativity needed to identify a problem, and instead of determining how to solve for one, focus on how one might be able to solve for the many. By the end of this course, students should feel confident in their ability to recognize opportunities and begin to move toward a system (e.g., organizational) level thinking instead of an individual level thinking. Focus on the individual as the innovator.

5113. Developing and Leading a Sustainable Culture of Healthcare Innovation

Three credits. Prerequisite: NURS 5111 or instructor consent.

Introduction to the essential concepts of organizational change, leadership, and project management necessary to build and foster a culture of healthcare innovation. To innovate, one must also have an environment that allows innovation to grow and flourish. While we do need individuals to know how to think and act innovatively, we also need leaders who can embrace these behaviors and build a culture that supports such efforts. Traditionally, our healthcare environments have tended to reward "we've always done it this way" behaviors and stunt those who identify opportunities for improvement as disruptive. Students will learn the importance of effective leadership with any organizational change. Project management is an essential skill for any leader in healthcare and especially that of new changes being introduced to an environment.

5114. Health Care Innovation Development

Three credits. Prerequisite: NURS 5111, 5112, and 5113; or instructor consent.

The last of four courses in the Healthcare Innovation certificate program. Serves as the capstone course for enrolled students. Students will need to identify a problem in the healthcare industry and propose a solution to that problem. Through the course of the semester, the student will have weekly instruction on essential steps necessary to take an idea through to solution development. The capstone project will serve as the culmination of what the students have learned through the program and provide evidence of their competence to take the theories, concepts and applications into their daily practice.

5150. Common and Chronic Health Problems in APN Practice II

Three credits. Prerequisite: Complete within six months or corequisite: NURS 5400 and 5409.

Grounded in theory and evidence, this didactic clinical course focuses on application of critical thinking skills necessary to achieve advanced practice nursing core competencies and domains. The emphasis is on health promotion and maintenance, and assessment, diagnosis and management of common and chronic health problems while considering context for populations, including individuals, families, and communities, specific to the adult-gerontology acute care, adult-gerontology primary care, and family nurse practitioner.

5160. Common and Comorbid Health Problems in AGNP Acute Care Practice III

Three credits. Prerequisite: NURS 5400 and 5409; NURS 5150 within six months. Corequisite: NURS 5169.

Incorporating theory and evidence, this didactic clinical course focuses on integration of critical thinking skills necessary to achieve advanced practice nursing core competencies and domains. The emphasis is on risk reduction and acute care assessment, diagnosis and management of common and co-morbid acute health conditions while considering context among populations, including individuals, families, and communities, specific to the adult-gerontology acute care nurse practitioner. Taken by all students in the adult-gerontology acute care track.

5169. AGNP Acute Care Clinical Practicum II

Three credits. Prerequisite: NURS 5400, 5409, and 5150, all within six months. Corequisite: NURS 5160. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Clinical Practicum and seminar course that focuses on integration of critical thinking and psychomotor skills necessary to achieve advanced practice nursing core competencies and domains in the acute care clinical setting. Integrates content and clinical experiences from all previous acute care didactic and practicum courses with an emphasis on considering context while providing risk reduction and assessment, diagnosis and management of common and co-morbid health problems among populations, including individuals, families, and communities, specific to the adult-gerontology acute care nurse practitioner. Credits include seminar and 16 hours of clinical per week (240hr/semester). Taken by all students in the adult-gerontology acute care nurse practitioner track. A grade of B (83%) or higher in this course is required to progress to the next level.

5170. Complex and Comorbid Health Problems in AGNP Acute Care Practice IV

Three credits. Prerequisite: NURS 5160 and 5169 within six months. Corequisite: NURS 5179.

Grounded in theory and evidence, this didactic clinical course focuses on synthesis of critical thinking skills necessary to achieve advanced practice nursing core competencies and domains. The emphasis is on risk reduction and acute care assessment, diagnosis and management of more complex and co-morbid acute health conditions while considering context among populations, including individuals, families, and communities, specific to the adult-gerontology acute care nurse practitioner. Taken by all students in the adult-gerontology acute care track.

5179. AGNP Acute Care Clinical Practicum III

Three credits. Prerequisite: NURS 5160 and 5169 within six months. Corequisite: NURS 5170. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Clinical practicum and seminar course that focuses on synthesizing critical thinking and psychomotor skills necessary to achieve advanced practice nursing core competencies and domains in the acute care clinical setting. Synthesizes content and clinical experiences from all previous acute care didactic and practicum courses with an emphasis on considering context while providing risk reduction and assessment, diagnosis and management of more complex acute health problems among populations, including individuals, families, and communities, specific to the adult-gerontology acute care nurse practitioner. Credits include seminar and 16 hours of clinical per week (240hr/semester). Taken by all students in the adult-gerontology acute care practitioner track.

5350. Advanced Embryology and Neonatal Physiology

Three credits. Prerequisite: Open to students in Bachelor of Science, Doctor of Nursing Practice, Master of Science or Graduate Certificate Neonatal programs.

Examines fetal, transitional, and neonatal physiology. Embryology is also discussed, as the basis for neonatal development.

5362. Advanced Health Assessment for the Nurse Practitioner Role: Neonatal Population-focus

Three credits. Prerequisite: NURS 5350.

This course is designed to enable students to put into practice the principles and skills needed for advanced health assessment of the neonate.5365. Advanced Neonatal Nursing Theory I

Three credits. Prerequisite: NURS 5350.

The purpose of this first clinical course is to introduce the role of the neonatal nurse practitioner clinician in the management of normal and high-risk families and infants. The focus of the course is to develop skills in the physical and psychosocial assessment of high-risk childbearing families during all phases of the childbearing process: antenatal, intrapartum, postpartum, and the neonatal period. Special emphasis will be placed on events during the antenatal, intrapartum, and postpartum periods that impact the neonate.

5369. Advanced Neonatal Practicum I

Two credits. Prerequisite: NURS 5060, 5350, 5362, 5365 and 5370. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Focus of this practicum is the assessment and management of moderately ill infants and their families.

5370. Advanced Pharmacodynamics and Implications for Nursing Actions: Neonatal Section

Three credits.

Emphasis is placed on neonatal pharmacodynamics, on nursing measures that support desired drug responses or reduce side effects that must be tolerated.

5375. Advanced Neonatal Nursing Theory II

Three credits. Prerequisite: NURS 5369. Corequisite: NURS 5379.

Focuses on the acquisition and application of in-depth physiological and psychological knowledge to the nursing care of high-risk neonates and their families. Emphasis is placed on the role of the advanced practice nursing management of high-risk neonatal populations.

5379. Advanced Neonatal Practicum II

Three credits. Prerequisite: NURS 5365 and 5369. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

The focus of this practicum is the assessment and management of high-risk neonates and families.

5385. Advanced Neonatal Nursing III

Three credits. Prerequisite: NURS 5375 and 5379. Corequisite: NURS 5389.

Focuses on the components essential for preparation of students for advanced practice in neonatal nursing.

5389. Advanced Neonatal Practicum III

Three credits. Prerequisite: NURS 5379 Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Assessment and management of critically ill high-risk neonates and their families.

5400. Health Promotion, Prevention, and Common Health Problems in APN Practice I

Three credits. Prerequisite: NURS 5062 within six months; instructor consent required. Prerequisite or corequisite: NURS 5070.

Grounded in theory and evidence, this initial didactic clinical course focuses on development of critical thinking necessary to achieve advanced practice nursing core competencies and domains. The emphasis is on health promotion, disease prevention, risk reduction, and assessment, diagnosis and management of common health problems while considering context for populations, including individuals, families, and communities, specific to the adult-gerontology acute care, adult-gerontology primary care, and family nurse practitioner. Taken by all students in adult-gerontology acute care, adult-gerontology primary care, and family nurse practitioner tracks. A fee is added to the fee bill for clinical tracking online. A grade of B (83%) or higher in this course is required to progress to the next level.

5409. APN Clinical Practicum I

Three credits. Prerequisite: NURS 5062 within six months. Corequisite: NURS 5400. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Initial clinical practicum and seminar focusing on developing critical thinking and psychomotor clinical skills necessary to cultivate advanced practice nursing core competencies and domains in a clinical practice setting. The emphasis is on considering context while providing health promotion, disease prevention, risk reduction, and clinical assessment, diagnosis and management of common health problems for populations, including individuals, families, and communities, specific to the adult-gerontology acute care, adult-gerontology primary care, and family nurse practitioner. The role of the nurse practitioner in the current healthcare system is examined. Credits include seminar and 16 hours of clinical per week (240hr/semester). Taken by all students in adult-gerontology acute care, adult-gerontology primary care, and family nurse practitioner tracks.

5410. Common and Comorbid Health Problems in APN Primary Care Practice III

Three credits. Prerequisite: NURS 5400, 5409, and 5150, all within six months.

Grounded in theory and evidence, this didactic clinical course focuses on integration of critical thinking skills necessary to achieve advanced practice nursing core competencies and domains. The emphasis is on health promotion and maintenance, and primary care assessment, diagnosis and management of common and co-morbid health conditions while considering context for populations, including individuals, families, and communities, specific to the adult-gerontology primary care and family nurse practitioner. Taken by all students in adult-gerontology primary care and family nurse practitioner tracks. A grade of B (83%) or higher in this course is required to progress to the next level.

5419. AGNP Primary Care Clinical Practicum II

Three credits. Corequisite: NURS 5410. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Clinical Practicum and seminar course that focuses on integration of critical thinking and psychomotor skills necessary to achieve advanced practice nursing core competencies and domains in the primary care clinical setting. Integrates content and clinical experiences from all previous primary care didactic and practicum courses with an emphasis on considering context while providing health promotion and maintenance, and assessment, diagnosis and management of common and co-morbid health problems among populations, including individuals, families, and communities, specific to the adult-gerontology primary care nurse practitioner. Credits include seminar and 16 hours of clinical per week (240hr/semester). Taken by all students in the adult-gerontology primary care nurse practitioner track. A grade of B (83%) or higher in this course is required to progress to the next level.

5420. Complex and Comorbid Health Problems in APN Primary Care Practice IV

Three credits. Prerequisite: NURS 5410 within six months.

Grounded in theory and evidence, this didactic clinical course focuses on synthesis of critical thinking skills necessary to achieve advanced practice nursing core competencies and domains. The emphasis is on health promotion and maintenance, and primary care assessment, diagnosis and management of more complex and co-morbid health conditions while considering context for populations, including individuals, families, and communities, specific to the adult-gerontology primary care and family nurse practitioner. Taken by all students in adult-gerontology primary care and family nurse practitioner tracks. A grade of B (83%) or higher in this course is required to graduate.

5429. AGNP Primary Care Clinical Practicum III

Three credits. Prerequisite: NURS 5410. Corequisite: NURS 5420. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Clinical practicum and seminar course that focuses on synthesizing critical thinking and psychomotor skills necessary to achieve advanced practice nursing core competencies and domains in the primary care clinical setting. Synthesizes content and clinical experiences from all previous primary care didactic and practicum courses with an emphasis on considering context while providing health promotion and maintenance, and assessment, diagnosis and management of more complex and co-morbid health problems among populations, including individuals, families, and communities, specific to the adult-gerontology primary care nurse practitioner. Credits include seminar and 16 hours of clinical per week (240hr/semester). Taken by all students in the adult-gerontology primary care and family nurse practitioner tracks. A grade of B (83%) or higher in this course is required to progress to the next level.

5430. Management of Childbearing Women and Children

Three credits. Prerequisite: NURS 5400 and 5409 within six months; NURS 5150, which may be taken concurrently.

The focus of this course on health promotion/disease prevention and clinical diagnosis and management of management of childbearing women and children. In addition, common acute and chronic health problems will be addressed.

5439. FNP Primary Care Practicum II

Three credits. Prerequisite: NURS 5430 within six months. Corequisite: NURS 5410. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Clinical Practicum and seminar course that focuses on integration of critical thinking and psychomotor skills necessary to achieve advanced practice nursing core competencies and domains in the primary care clinical setting. Integrates content and clinical experiences from all previous primary care didactic and practicum courses with an emphasis on considering context while providing health promotion and maintenance, and assessment, diagnosis and management of common and co-morbid health problems among populations, including individuals, families, and communities, specific to the family nurse practitioner. Credits include seminar and 16 hours of clinical per week (240hr/semester). Taken by all students in the family nurse practitioner track. A grade of B (83%) or higher in this course is required to progress to the next level.

5440. Advanced Practice Nursing Abroad

2.5 credits. Prerequisite: NURS 5400, 5409, and 5150; instructor consent required.

Focus is on health promotion/disease prevention and the clinical diagnosis and management of individuals/families experiencing chronic health problems in varied clinical settings providing care for diverse cultural groups. The role of the nurse practitioner is examined with a focus on cultural competency and sensitivity. Includes seminar and clinical hours.

5449. FNP Primary Care Practicum III

Three credits. Prerequisite: NURS 5410 and 5439, both within six months. Corequisite: NURS 5420. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Clinical practicum and seminar course that focuses on synthesizing critical thinking and psychomotor skills necessary to achieve advanced practice nursing core competencies and domains in the primary care clinical setting. Synthesizes content and clinical experiences from all previous primary care didactic and practicum courses with an emphasis on considering context while providing health promotion and maintenance, and assessment, diagnosis and management of more complex and co-morbid health problems among populations, including individuals, families, and communities, specific to the family nurse practitioner. Credits include seminar and 16 hours of clinical per week (240hr/semester). Taken by all students in the family nurse practitioner track. A grade of B (83%) or higher in this course is required to progress to the next level.

5700. Health Professions Education: Evaluation

Three credits. Prerequisite: Master's or doctoral degree.

Introduction to important principles of evaluation science, with a particular emphasis on formative and summative evaluations. Will help students apply these principles to the practice of evaluating educational activities for health care professionals in various stages of education and training.

5710. Health Professions Education: Planning

Three credits. Prerequisite: NURS 5700; Master's or doctoral degree.

Introduction to important principles of educational planning, reflecting the literatures of adult learning, curriculum and instruction, diffusion of innovations research, and health professions education. The course will help students apply these principles to the practice of planning educational activities for health care professionals in various stages of education and training.

5720. Health Professions Education: Implementation

Three credits. Prerequisite: Master's or doctoral degree.

Introduction to important principles of implementation reflecting the literatures of adult learning, curriculum and instruction, and health professions education. The course will help students apply these principles to the practice of implementing educational activities for health care professionals in various stages of education and training.

5811. Application of Genetics to Healthcare

Three credits. Prerequisite: Open only to Nursing graduate students, others with consent.

The role of the Human Genome Project in genetic diagnostics, health promotion, disease prevention, therapeutic interventions and counseling, as well as the mechanisms of genetic inheritance and the genetic contribution to common and complex disorders, will be analyzed using a multidisciplinary context. Students will evaluate the ethical, financial, cultural, moral and legal issues that arise using case study discussion and analysis to augment didactic knowledge.

5845. Health Services Statistics & Research Methods for the Scholarship of Application

Three credits. May be repeated for a total of six credits.

Encompasses elements of needs assessment, statistics, research methods/design, and epidemiology/populations health serving as the foundation for subsequent development of clinical scholarship.

5850. Scientific and Theoretical Underpinnings for the Scholarship of Application

Three credits.

Exploration of theories applicable to the healthcare delivery system. Emphasis is on an in-depth examination of concepts and theories appropriate for practice change projects.

5855. Evidence-Based Practice for the Scholarship of Application

Three credits.

Development of skills in the translation, application, and evaluation of research, with an emphasis on evidenced-based practice. Skills in the integration of knowledge from diverse sources and disciplines and its application to solve clinical problems and improve health outcomes.

5860. Quality and Organizational/Systems Leadership for the Scholarship of Application

Three credits. Prerequisite: Open only to Nursing graduate students.

Assessment and diagnosis of organizations, facilitation of system-wide change, development of political skill for change, engagement in the process of quality and performance improvement methodologies, and application of leadership theory within organizations.

5865. Information Systems for the Scholarship of Application

Three credits.

Evaluation and use of information systems/technology and patient care technology supportive of clinical and administrative decision-making relevant to patient care, care systems, and quality improvement.

5869. Doctor of Nursing Practice Residency and Seminar I

Variable (3-5) credits. Prerequisite: NURS 5845, 5850, 5855, and 5895; instructor consent required. May be repeated for a total of six credits. Students will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

The first of three residency and seminar courses, this course requires the student to complete a nursing practicum in the specialty area of their choice with hours as necessary for total of 1,000 post-BSN. Students must complete a doctoral residency and participate in seminars. Students develop individual objectives to support their identified DNP project, and, in collaboration with the agency, preceptor and DNP project committee, plan their DNP project.

5870. Health Policy and Populations-based Advocacy for the Scholarship of Application

Three credits. Prerequisite: Open only to Nursing graduate students, others with consent.

The role of collaborative health care teams in health promotion and risk reduction and illness prevention for population health. Educational strategies necessary for transformation of clinical education to decrease preventable deaths will be incorporated.

5879. Doctor of Nursing Practice Residency and Seminar II

Variable (3-5) credits. Prerequisite: NURS 5869; instructor consent required. May be repeated for a total of six credits. Students will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

The second of three residency and seminar courses. Students complete a doctoral residency and participate in seminars. Students implement their identified DNP project in collaboration with the agency and preceptor.

5885. Leadership and Management for the Scholarship of Application

Three credits.

Combines essentials of transformational healthcare leadership development, advanced practice management, and principles of business, finance and healthcare economics.

5889. Doctor of Nursing Practice Residency and Seminar III

Variable (3-5) credits. Prerequisite: NURS 5879; instructor consent required. May be repeated for up to six credits. Students will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

The third of three residency and seminar courses. Students complete a doctoral residency and participate in seminar. Students evaluate their identified DNP project in collaboration with the agency and preceptor.

5895. Doctor of Nursing Practice Seminar Series for the DNP Project

Variable (1-9) credits. Prerequisite: Instructor consent. May be repeated for credit. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Designed to assist students with the DNP Project.

6100. Philosophy of Science in Nursing

Three credits.

A critical examination of the meanings, methods, and logical structure of science. Contemporary and historical views pertaining to the nature of truth, explanation, law, theory and methodology will be analyzed and compared. Examples drawn from nursing epistemology as well as that of other disciplines will be utilized to depict the presuppositions of modern science.

6101. Grantsmanship: The Pursuit of Scholarly Support

Variable (1-3) credits. Prerequisite or corequisite: NURS 6130, 6115, and 6145; instructor consent required.

Introduction to the process of securing grants. Practical application is stressed to enhance the development of skills needed to secure funding for scholarly research endeavors.

6122. Quantitative Methods for Design and Analysis in Nursing Research I

Three credits. Prerequisite: Master's level course in applied statistics equivalent to NURS 5020; open only to Nursing doctoral students.

First course in a three-semester sequence that focuses on the study and application of quantitative research methods from design through statistical analysis for experimental, quasi-experimental, and non-experimental designs in nursing and healthcare. Options for the structures of experimental designs appropriate to research in nursing and healthcare will be emphasized, including a study of theories and methods of instrument development to support such designs. An introduction to methods for multivariate statistical analysis will occur concurrently.

6123. Quantitative Methods for Design and Analysis in Nursing Research II

Three credits. Prerequisite: NURS 6122; open only to Nursing doctoral students, others with consent.

Second course in a three-semester sequence that focuses on the study and application of quantitative research methods from design through statistical analysis for experimental, quasi-experimental, and non-experimental designs in nursing and healthcare. Limitations to the justification/feasibility of applying an experimental approach to human subjects will be reviewed. Research methods for quasi and non-experimental designs in nursing and healthcare will be emphasized. Basic psychometric properties and statistical methods underlying instrument development will be presented.

6125. Quantitative Methods for Design and Analysis in Nursing Research III

Three credits. Prerequisite: NURS 6123; open only to Nursing doctoral students, others with consent.

Third course in a three-semester sequence that focuses on the study and application of quantitative research methods from design through statistical analysis for experimental, quasi-experimental, and non-experimental designs in nursing and healthcare. Techniques of data analysis appropriate to study designs of varying complexity will be explored as well as emerging innovations in research methods. The theory and methods of meta-analysis will be introduced.

6130. Introduction to Qualitative Methodology

Three credits.

Designed for students in nursing and other disciplines to achieve an introductory level of expertise in selected qualitative approaches. Expected course outcome is a completed qualitative project.

6135. Exploring the Nature of Nursing Knowledge

Three credits. Prerequisite: NURS 6100; open only to Nursing doctoral students, others with consent.

The course is a critical examination of the development of nursing's disciplinary knowledge as it relates to the nature of nursing and its epistemic, ontologic, and ethical claims. This examination will include historical analysis and evaluation of nursing’s meta-paradigm (meta language), conceptual models, and theories both grand and middle range.

6160. Advanced Qualitative Methods

Three credits. Prerequisite: NURS 6130.

This seminar is designed for students in nursing and other disciplines to achieve an advanced level of expertise in selected qualitative approaches. Expected course outcome is a completed qualitative project.

6165. Mixed Methods in Nursing Research

Three credits. Prerequisite: NURS 6125 and 6160.

Presents mixed methods as a third paradigm that combines and complements the qualitative and quantitative approaches traditionally used in nursing research. Theoretical, paradigmatic, and programmatic issues, as well as practical application will be discussed.

6175. Advancing Nursing Knowledge Development

Three credits. Prerequisite: NURS 6100 and 6135.

Critical analysis and application of nursing knowledge to nursing scholarship. Participants will explore and justify the epistemology, theoretical perspective, methodology, and methods that are used in the development of nursing knowledge.