



COLLEGE OF NURSING

THE COLLEGE OF NURSING	3
DEPARTMENT OF NURSING	4

THE COLLEGE OF NURSING

Undergraduate Overview

Dean: Jing Wang

The College of Nursing has been educating men and women for the practice of professional nursing since 1950. The College offers undergraduate and graduate programs leading to a Bachelor of Science in Nursing (BSN) a Doctor of Nursing Practice (DNP) and a Doctor of Philosophy (PhD). For further information on graduate programs, see the Graduate Bulletin.

The undergraduate programs are approved by the Florida Board of Nursing and accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). The mission of the College of Nursing is to educate clinicians, leaders, scholars, and advanced practitioners who can enhance the quality of life for people of all cultures, economic levels, and geographic locations. The College of Nursing integrates the liberal arts and science with the knowledge, skills, and attitudes essential for lifelong learning, personal responsibility, and sustained achievement in the nursing profession and the communities in which our graduates reside.

At the completion of the program, the student will have met all major requirements for the Bachelor of Science in Nursing. The traditional graduate of the nursing program also will have met the academic eligibility requirements for taking the national licensing examination for registered nurses (NCLEX).

The curriculum for the Bachelor of Science (BSN) in Nursing at Florida State University builds on a liberal education and serves as the foundation for graduate study. The graduate of the FSU College of Nursing undergraduate program is a reflective practitioner who can:

- Use knowledge from the liberal arts, nursing science, and related disciplines to promote, enhance and create opportunities for client wellbeing through a generalist practice;
- Provide client-centered care by applying and evaluating the nursing process and NCSBN Clinical Judgement Model to maximize the health of clients and communities;
- Demonstrate critical-thinking attitudes, skills, and abilities in clinical decision making and evaluation of evidence-based nursing practice;
- Integrate technology and information management with culturally responsive and relationship-centered nursing care across the health continuum in a variety of health care settings;
- Use interpersonal communication, collaboration, and organizational skills to work in partnership with clients, families, communities, and health care teams to promote health across populations;
- Apply leadership principles and innovative quality improvement techniques to influence health policy, regulation, and provision of care to ensure quality and safety; and,
- Demonstrate professional values through commitment to self-evaluation, lifelong learning, professionalism, service, respect for diversity, and social justice.

The traditional BSN program is an upper-division major with required prerequisites and a sequential ordering of courses in terms I - IV.

Facilities

A variety of clinical laboratory settings are utilized for meaningful learning experiences. The College of Nursing Simulation Laboratories, Tallahassee Memorial HealthCare, Capital Regional Medical Center, Florida State Hospital, Archbold Medical Center Thomasville, GA, county health departments, and other agencies in Leon and surrounding counties are used for the clinical component of the program. In addition, St. Vincent's Children's Hospital in Pensacola, Florida, and Wolfson Children's Hospital in Jacksonville, Florida, is used for pediatric clinicals. Internship clinical sites are available in partnership with acute care facilities. All experiences are under the direction of the faculty of Florida State University's College of Nursing.

Opportunities

The College of Nursing offers honors coursework in the baccalaureate program. For requirements and other information, see the "University Honors Office and Honor Societies" chapter of this General Bulletin.

Scholarships

Students requiring financial assistance should file an application with the Office of Financial Aid or confer with an academic advisor at the College of Nursing. Numerous scholarships and loans from federal, state, private, and College of Nursing sources are available.

BSN Program Requirements

Students desiring to enter the nursing profession should indicate their major preference on the University application and seek guidance from an academic advisor in the College of Nursing. A separate application to the College of Nursing is required for upper division admission to the nursing program. The application deadline for Fall is February 1st, Spring is July 1st, and Summer is November 1st.

The College of Nursing program is an upper-division, specialized-admissions major accepting students in the junior year. Admission is competitively based on previous academic performance. The Florida Board of Nursing and several state and/or private agencies require the disclosure of conviction records for misdemeanors and/or felonies; therefore, this information will be required at the time of admission. Legislation aimed at protecting the public has made it necessary to require a Level II criminal background check (this includes FDLE and FBI) for all students admitted to the College of Nursing. The Level II report must be on file at the College of Nursing before students can enroll. If the background check reveals violations resulting in students being denied admission to a clinical agency and/or access to patients in the agency, and if a comparable assignment cannot be made to meet course objectives, the student will be unable to progress and complete the program in the College of Nursing. Completion of the curriculum does not guarantee the Florida Board of Nursing (or any other licensing body) will allow students with criminal records to take the licensing examination to become a registered nurse. The cost for these background checks must be paid by the student. The background check will include the following: Patriot Act, Social Security

Alert, Nationwide Healthcare Fraud and Abuse Scan, Sex Offender Index, local criminal check, residence history, and employment verification. Students will be required to submit a notarized Affidavit of Good Moral Character on an annual basis following the initial background check. Additional background checks may be required during the program based on clinical agency requirements. Drug screening will be required upon admission, and additional screening may be required throughout the program.

Students enrolled in the nursing program are expected to exhibit behavior that conforms to the Nurse Practice Act of the State of Florida. The College of Nursing reserves the right to refuse or discontinue enrollment of any student if the student violates the Nurse Practice Act of the State of Florida or in the judgment of the faculty the student does not meet the College's standards.

A drug math requirement is included in specified nursing clinical courses. A student must achieve one hundred percent accuracy to meet the drug math requirement of each clinical course. If a student fails to achieve one hundred percent on a third, repeat testing, the student is required to withdraw from the specified lab course. A student who is passing a nursing course but has not completed all the required work for the course at the end of the term may, with the permission of the instructor, be assigned a grade of "I", or incomplete. Students may not carry an incomplete grade in a prerequisite course through the next term. If the incomplete grade is not changed to a passing grade by the end of the drop/add period at the beginning of the next term, the student will be dropped from the continuing course(s).

A student must achieve a 75% or Satisfactory (S) grade in all nursing (elective and required) courses. Any nursing course (elective and required) in which a grade is below 75% (including Unsatisfactory-U) will result in failure of the course. Final course grades are not rounded.

Any student who earns two final course grades below 75% (including "U") in nursing courses whether repeated or not, will not be permitted to continue in the College of Nursing.

Students in good academic standing within their academic map may NOT petition for an alternative plan of study.

Nursing majors are responsible for transportation expenses related to clinical experiences. They are required to carry health and accident insurance. To safeguard the health of clients, nursing students are required to submit proof of health examination prior to being cleared for entry into the nursing program. Failure to comply will result in rescinding the seat in the program. Students must maintain proof of American Heart Association BLS for Healthcare Provider certification, personal health insurance, and annual tuberculin skin testing throughout enrollment in the College of Nursing. Additional requirements may be imposed by individual clinical facilities/agencies.

Candidates for the Bachelor of Science degree in the undergraduate nursing program must comply with University regulations governing baccalaureate degrees and must complete the following:

- All University undergraduate degree requirements, including specific prerequisites as outlined above.
- Required nursing courses.
- Required standardized testing throughout the program (a fee, subject to change without notice, must be paid)

THE COLLEGE OF NURSING

GRADUATE STUDIES

Information for Graduate Students

COLLEGE OF NURSING

Website: <https://nursing.fsu.edu>

Dean: Wang; **Associate Deans:** Baker, Hartline, Hightow-Weidman; **Assistant Deans:** Barfield, Douthett, Millender; **Professors:** Budhwani, Hassmiller, Hightow-Weidman, Karioth, Miao, Millender, Muessig, Ross, Wang, Whyte, Wise, Wong; **Associate Professors:** Abbott, Bahorski, Dickey, Graven, Hanley, Li, Liu, Martorella, H. Park, Zegers; **Assistant Professors:** Chen, Ibragimov, Luz Nunes Queiroz, Sorkpor, Wang, Xavier-Hall; **Teaching Faculty III:** Baker, Barfield, Craig-Rodriguez, Greenhalgh, Hartline, Hayes, Kung, Lippord, Palazzo, Tucker, Winton; **Teaching Faculty II:** Brewer, Byrd, Keane, Newlin-Bradner, Wheeler, Winrow; **Teaching Faculty I:** Douthett, Fadale, Paarlberg, Redfern, Salsgiver, Schnippert; **Instructional Specialist I:** Dormeus; **Research Faculty I:** Yigit

The College of Nursing graduate program offers the Doctor of Nursing Practice (DNP) degree which prepares students for advanced practice as a family nurse practitioner.

Advanced Practice Roles

Nurse Practitioners provide healthcare to individuals and healthy families as well as those experiencing mental or physical crises and/or chronic health problems in ambulatory care, home health care, long-term care, or acute care settings. Courses in advanced health assessment, pharmacology, and pathophysiology are foundational and required. The curriculum is consistent with that defined by the Florida Board of Nursing requirements and regulated by Florida Statutes for Advanced Practice Registered Nurse (APRN). Students structure clinical experiences and electives to meet prerequisites for national board certification within the population foci track completed by the student.

For complete details of programs offered and admission requirements, plus a description of the college, its facilities, opportunities, and available financial assistance, refer to the "College of Nursing" chapter of this Graduate Bulletin.

DEPARTMENT OF NURSING

Undergraduate Department of Nursing

COLLEGE OF NURSING

Website: <https://nursing.fsu.edu>

Dean: Wang; **Associate Deans:** Hartline, Baker, Hightow-Weidman; **Assistant Deans:** Barfield, Douthett, Millender; **Professors:** Budhwani, Hassmiller, Hightow-Weidman, Karioth, Miao, Millender, Muessig, Ross, Wang, Whyte, Wong; **Associate Professors:** Abbott, Bahorski, Dickey, Graven, Hanley, Li, Liu, Martorella, H. Park, Zegers; **Assistant Professors:** Chen, Ibragimov, Luz Nunes Queiroz, Sorkpor, Wang, Xavier Hall; **Teaching Faculty III:** Baker, Barfield, Craig-Rodriguez, Greenhalgh, Hartline, Hayes, Kung, Lippord, Palazzo, Tucker, Winton; **Teaching Faculty II:** Bamber, Brewer, Johnson-Byrd, Keane, Newlin-Bradner, Wheeler, Winrow; **Teaching Faculty I:** Douthett, Fadale, McHugh, Paarlberg, Redfern, Salsgiver, Schnippert; **Instructional Specialist I:** Dormeus; **Research Faculty I:** Yigit

The College of Nursing offers a Bachelor of Science in Nursing (BSN). The undergraduate program is approved by the Florida Board of Nursing and accredited by the Commission on Collegiate Nursing Education (<https://www.aacnnursing.org/CCNE>). At the completion of the program the student will have met all major requirements for the BSN. The graduate of the undergraduate nursing program will have met the academic eligibility requirements for taking the registered nurse state licensing examination. The mission of the College of Nursing is to educate clinicians, leaders, scholars, and advanced practitioners who can enhance the quality of life for people of all cultures, economic levels, and geographic locations. The College of Nursing integrates the liberal arts and sciences with the knowledge, skills, and attitudes essential for lifelong learning, personal responsibility, and sustained achievement in the nursing professional and the communities in which our graduates work.

The program is an upper division specialized admissions major, accepting students generally in the junior year, with required sequential course offerings and elective courses in nursing. The nursing courses are based on concepts and principles from CoreFSU Curriculum, the supporting biological and behavioral sciences, and nursing. This theoretical base is used with the nursing process in the systematic development of nursing care for individuals and groups in a variety of health care settings.

The College of Nursing offers honors in the major to encourage talented students to undertake independent research. For requirements and other information, see the "University Honors Office and Honor Societies" section.

For complete details of programs offered and admission requirements, plus a description of the college, its facilities, opportunities, and available financial assistance, refer to the "College of Nursing" chapter of this General Bulletin. For current course offerings, please refer to the FSU College of Nursing Website, at <https://nursing.fsu.edu>.

Digital Literacy Requirement

Students must complete at least one course designated as meeting the Digital Literacy Requirement with a grade of "C-" or higher. Courses fulfilling the Digital Literacy Requirement must accomplish at least three of the following outcomes:

- Evaluate and interpret the accuracy, credibility, and relevance of digital information
- Evaluate and interpret digital data and their implications
- Discuss the ways in which society and/or culture interact with digital technology
- Discuss digital technology trends and their professional implications
- Demonstrate the ability to use digital technology effectively
- Demonstrate the knowledge to use digital technology safely and ethically

Each academic major has determined the courses that fulfill the Digital Literacy requirement for that major. Students should contact their major department(s) to determine which courses will fulfill their Digital Literacy requirement. Undergraduate majors in nursing and accelerated nursing satisfy this requirement by earning a grade of "C" or higher in NUR 4169.

State of Florida Common Program Prerequisites for Nursing

The Florida Virtual Campus (FLVC) houses the statewide, internet-based catalog of distance learning courses, degree programs, and resources offered by Florida's public colleges and universities, and they have developed operational procedures and technical guidelines for the catalog that all institutions must follow. The statute governing this policy can be reviewed by visiting <https://www.flsenate.gov/Laws/Statutes/2021/1006.73>.

FLVC has identified common program prerequisites for the degree program in Nursing. To obtain the most up-to-date, state-approved prerequisites for this degree, visit: <https://cpm.flvc.org/programs/104/211> and <https://cpm.flvc.org/programs/105/212>.

Specific prerequisites are required for admission into the upper-division program and must be completed by the student at either a community college or a state university prior to being admitted to this program. Students may be admitted into the University without completing the prerequisites but may not be admitted into the program.

DEPARTMENT OF NURSING

Undergraduate Courses

Definition of Prefixes

NUR—Nursing: Generic Undergraduate

Undergraduate Courses

Theory/Laboratory Courses Required

NUR 1010r. The Florida State University Experience: Getting to Nole Nursing (1). (S/U grade only.) This course is for students interested in majoring in Nursing. It is designed to bolster student growth, persistence, and academic performance. It helps students learn about the College of Nursing, the university, its resources, and the skills and strategies needed to achieve success in college. Students will explore the academic, cultural, and social aspects of college life. May be repeated to a maximum of two credit hours.

NUR 1920r. Colloquium for Nursing (1). (S/U grade only.) Corequisite: Living in the Nursing Learning Community housing in Wildwood Hall. This course is required for students living in the Nursing Learning Community. It is designed to create a sense of community for students who have declared nursing as their major. They learn about the College of Nursing, University, resources, skills, and strategies needed to achieve success in college. Service learning is an integral part of this course. May be repeated to a maximum of two credit hours.

NUR 3026L. Integrated Nursing Skills Lab (1). (S/U grade only.) Prerequisite: Admission to the Nursing Program. Corequisites: NUR 3056, NUR 3056L, NUR 3065, and NUR 3065L. This course gives nursing students the opportunity to practice nursing skills learned in Foundations and Health Assessment classes. This course uses deliberate practice to reinforce quality and safety issues, integrating these skills into therapeutic nursing interventions. As students gain competence, scenarios of nursing care are introduced and the students are asked to implement their skills into providing safe, effective, evidence-based patient care.

NUR 3053. Foundations of Lifestyle Medicine: Positive Habits for Optimal Health (3). This course for students interested in pursuing a health-related degree serves as an introduction to lifestyle medicine as an evidence-based strategy for the prevention and management of chronic disease.

NUR 3056. Professional Nursing Practice (3). This course introduces foundational nursing practice concepts, including ethics, advocacy, and legal issues within historical and theoretical perspectives that impact the evolution of the nursing profession. Professionalism and innovative leadership principles are explored.

NUR 3056L. Foundations of Nursing Practice Lab (2). (S/U grade only.) Prerequisite: Admission to the Nursing major. Corequisite: Semester I Nursing courses. This course provides the application component of NUR 3056. Under the guidance of lab instructors, the student is given opportunities to integrate theoretical knowledge from NUR 3056 in practice sessions. Demonstration; low, medium, and high fidelity simulation scenarios; deliberate practice methods; debriefing; and reflective instructional approaches are used.

NUR 3065. Health Assessment and Interventions Across the Lifespan (3). Corequisite: NUR 3065L. This course introduces foundational nursing concepts that prepare students to recognize, analyze, and prioritize health assessment findings. Students identify appropriate interventions for clients across the lifespan, as well as develop clinical judgment skills necessary to provide safe, evidence-based, culturally responsive nursing care.

NUR 3065L. Health Assessment and Interventions Across the Lifespan - Clinical (3). (S/U grade only.) Corequisite: NUR 3065. This course prepares students to perform assessments and interventions for clients across the lifespan. Students develop clinical judgment skills to apply quality and safety concepts in the delivery of care to clients. Students demonstrate beginning competency in applying the nursing process and clinical judgment skills necessary to provide safe, evidence-based, culturally responsive nursing care.

NUR 3125. Pathophysiology (3). Prerequisites: BSC 2086 and BSC 2086L. This course introduces the concepts of pathophysiology and their clinical presentation. Students consider and explore physiological changes across the lifespan and the influence of genetics, sociocultural factors, and environment on the expression of disease and injury.

NUR 3145. Pharmacology (3). This course introduces foundational concepts in pharmacology and their application in health care settings. Pharmacological concepts include pharmacodynamics, pharmacokinetics, pharmacogenomics, drug toxicity, and major drug classifications.

NUR 3225. Promoting the Health of Adults - Acute/Chronic (3). Corequisite: NUR 3225L. This course introduces the application of clinical reasoning and clinical judgment to provide culturally responsive care to adult clients and their families experiencing acute and chronic health issues. Students integrate pathophysiology, pharmacology, and health assessment to recognize acute and chronic health states and interpret comprehensive health information.

NUR 3225L. Promoting Health of Adults, Acute/Chronic - Clinical (4). (S/U grade only.) Corequisite: NUR 3225. In this course, students apply and demonstrate nursing knowledge and skills while providing care to clients with acute and chronic health issues. Students use data to create, prioritize, implement, and evaluate comprehensive, culturally responsive, evidence-based care.

NUR 3524. Promoting Mental Health (3). Corequisite: NUR 3524L. In this course, students explore foundational concepts and interventions pertaining to psychosocial, behavioral, and perceptual alterations, and mood disorders in clients, families, communities, and populations. Students analyze the role of resiliency in promoting mental health.

NUR 3524L. Promoting Mental Health Clinical (1). (S/U grade only.) Corequisite: NUR 3524. In this course, students analyze concepts and interventions pertaining to psychosocial, behavioral, and perceptual alterations, and mood disorders to provide psychiatric care for clients, families, communities, and populations.

NUR 3695. Disaster Nursing (3). This course introduces the student to comprehensive and current disaster nursing information. Acquiring knowledge and developing skills needed for responses to different types of disasters or public health emergencies. Essential aspects of disaster planning, management, triage, and recovery as well as relevant disaster recovery issues related to disaster recovery, including legal, ethical, and psycho-social considerations. Healthy People/WHO indicators will be used in evidence-based decision-making, and public health tools such as epidemiology and bio-statistics will be reinforced during the process of community assessment.

NUR 3816. Professional Perspectives in Nursing (2). Prerequisite: Semester I Nursing courses. Corequisite: Semester II Nursing courses. This course introduces the student to the historical and theoretical perspectives that have impacted the development of nursing. The progression of nursing toward professionalism is explored, including foundational concepts such as ethics, advocacy, and legal issues.

NUR 4169. Research Methods for Evidence-Based Practice (3). This course focuses on the skills needed to critically appraise information from research findings and professional consensus statements. Students develop the skills necessary to critically translate research findings to clinical practice.

NUR 4445. Promoting the Health of Families (3). Corequisite: NUR 4445L. This course introduces the concepts of culturally responsive, evidence-based care of families.

NUR 4445L. Promoting Health of Families - Clinical (3). (S/U grade only.) Corequisite: NUR 4445. This course provides opportunities to apply theoretical knowledge in various clinical settings related to families encountering reproductive and pediatric health milestones.

NUR 4555L. Nursing Care of Women, Children, and Families Lab (3). (S/U grade only.) Traditional BSN: Prereqs: NUR3225, NUR3225L, NUR3678, NUR3678L, NUR3816. Coreqs: NUR4445, NUR4766, NUR4766L, NUR 4169. Accelerated BSN: Prereqs: NUR3056, NUR3056L, NUR3065, NUR3065L, NUR3026L, NUR3145, NUR3816, NUR4169, NUR4667. Co-reqs: NUR3225L, NUR4445, NUR3678, NUR3678. This course provides the application component of NUR 4445. Under the guidance of clinical instructors, the student is given opportunities to integrate theoretical knowledge from NUR 4445 in both simulated and clinical sessions. Deliberate practice, debriefing, and reflective instructional approaches are used in both settings.

NUR 4667. Promoting Population and Community Health (3). Corequisites: NUR 4667L. This course explores the role of nurses in health promotion and disease prevention strategies through a culturally responsive approach. Students examine the impact of determinants of health on outcomes across communities and populations.

NUR 4667L. Promoting Population and Community Health - Clinical (1). (S/U grade only.) Corequisite: NUR 4667. This course applies knowledge of theoretical concepts, assessing health data, and health promotion and disease prevention strategies to implement culturally responsive nursing interventions among communities and populations.

NUR 4766. Promoting Health of Adults - Complex (3). Prerequisites: NUR 3225 and NUR 3225L. Corequisite: NUR 4766L. This course focuses on using advanced clinical reasoning and clinical judgement to provide culturally responsive care to adult clients and their families experiencing complex health issues. Students learn to recognize complex health states, interpret comprehensive health information, deliver priority interventions, and evaluate responses.

NUR 4766L. Prompting Health of Adults, Complex - Clinical (4). (S/U grade only.) Prerequisites: NUR 3225 and NUR 3225L. Corequisite: NUR 4766. In this course, students provide care to adult clients and their families experiencing complex health issues. Students use data to create, prioritize, implement, and evaluate comprehensive, culturally responsive, evidence-based care.

NUR 4837C. Nursing Leadership in Systems of Care (3). Prerequisites: NUR 4169, NUR 4445, NUR 4555L, NUR 4766, NUR 4766L. Corequisites: NUR 4667, NUR 4945. This course focuses on concepts, principles, and theories of leadership, management, role development and administration in a variety of settings. This course emphasizes skill development for the nurse leader and includes: delegation, collaboration, budgeting, cost effectiveness and resource allocation, risk management, quality, and performance indicators.

Electives

NSP 3185. Multicultural Factors and Health (3). This course is a comparative analytical approach to the study of communication, current problems, issues, health care beliefs, values, and practices of different systems and cultural norms as they affect health care practices which conflict with ethnic or cultural communication related to standards and value systems.

NSP 3425. Female Lifespan Health (3). This course focuses on female lifespan health and health-related issues including significant healthcare differences between males and females, under representation of female health in the medical community, policy, and research, and sexuality, obesity, anorexia, cancer, etc. Emphasis is on self-knowledge of health promotion, illness prevention, social action, access to care, and effective communication with healthcare providers.

NSP 3685. Grief, Loss, and Trauma: Ethnic and Individual Variations (3). This course explores similarities and differences among cultures when responding to grief and loss. Topics related to diverse populations and grief practices are examined, as well as personal response to grief, loss, and trauma; not exclusively utilizing death as the only example of loss or trauma. The course allows students to expand their reactions to life and death, plan their own funeral, and at the same time focus on family, community, and worldwide populations.

NUR 3076. Communication in Health Care (3). Prerequisite: ENC 1101. This course examines various communication patterns basic to individual and group relationships. Emphasis is on the development of interactive skills paramount to effective communication with individuals and groups involved with health care issues. It provides an opportunity for the validation of oral communication and a range of public speaking experiences especially related to health care.

NUR 4905r. Directed Individual Study (1-4). May be repeated to a maximum of six semester hours.

NUR 4930r. Special Topics (1-3). This course consists of topics of interest relating to nursing and other health-related issues. May be repeated to a maximum of nine semester hours. **NUR 4945. Professional Nursing Internship (6).** (S/U grade only.) Prerequisites: NUR 3056, NUR 3056L, NUR 3065, NUR 3065L, NUR 3125, NUR 3145, NUR 3816, NUR 3225, NUR 3225L, NUR 3678, NUR 3678L, NUR 4169, NUR 4766, NUR 766L, NUR 4445, NUR 4555L. Co-Requisites: NUR 4888, NUR 4888L, NUR 4667, NUR 4828. This course occurs following the completion of all required nursing courses. This capstone clinical experience requires the student to demonstrate competencies consistent with program outcomes. Synthesis of core values, core competencies, core knowledge, cultural humility, and role development is expected. The student collaborates with the faculty and the preceptor in choosing the care setting as well as in planning and organizing the learning experience, to facilitate a successful transition into the profession.

NUR 4946L. Nursing Care in Specialty Areas Lab (1-6). (S/U grade only.) Prerequisite: Completion of the second semester in the Nursing Program. This course provides internships in specialized areas of clinical practice with a focus on managing patient care in selected areas such as surgery, special procedure areas, endoscopy, dialysis, or PACU.

NUR 4975r. Honors Thesis (1-6). May be repeated to a maximum of nine credit hours.

DEPARTMENT OF NURSING

GRADUATE DEPARTMENT

Information for Graduate Students

COLLEGE OF NURSING

Website: <https://nursing.fsu.edu>

Dean: Wang; **Associate Deans:** Baker, Hartline, Hightow-Weidman; **Assistant Deans:** Barfield, Douthett, Millender; **Professors:** Budhwani, Hassmiller, Hightow-Weidman, Karioth, Miao, Millender, Muessig, Ross, Wang, Whyte, Wise, Wong; **Associate Professors:** Abbott, Bahorski, Dickey, Graven, Hanley, Li, Liu, Martorella, H. Park, Zegers; **Assistant Professors:** Chen, Ibragimov, Luz Nunes Queiroz, Sorkpor, Wang, Xavier-Hall; **Teaching Faculty III:** Baker, Barfield, Craig-Rodriguez, Greenhalgh, Hartline, Hayes, Kung, Lippord, Palazzo, Tucker, Winton; **Teaching Faculty II:** Brewer, Byrd, Keane, Newlin-Bradner, Wheeler, Winrow; **Teaching Faculty I:** Douthett, Fadale, Paarlberg, Redfern, Salsgiver, Schnippert; **Instructional Specialist I:** Dormeus; **Research Faculty I:** Yigit

The College of Nursing graduate program offers the Doctor of Nursing Practice (DNP) degree which prepares students for advanced practice as a family nurse practitioner.

Advanced Practice Roles

Nurse Practitioners provide healthcare to individuals and healthy families as well as those experiencing mental or physical crises and/or chronic health problems in ambulatory care, home health care, long-term care, or acute care settings. Courses in advanced health assessment, pharmacology, and pathophysiology are foundational and required. The curriculum is consistent with that defined by the Florida Board of Nursing requirements and regulated by Florida Statutes for Advanced Practice Registered Nurse (APRN). Students structure clinical experiences and electives to meet prerequisites for national board certification within the population foci track completed by the student.

For complete details of programs offered and admission requirements, plus a description of the college, its facilities, opportunities, and available financial assistance, refer to the "College of Nursing" chapter of this Graduate Bulletin.

DEPARTMENT OF NURSING

Graduate Courses

Definition of Prefix

NGR—Nursing: Graduate

Graduate Courses

NGR 5003. Advanced Health Assessment and Diagnostic Reasoning for the APRN (4). Prerequisites: NGR 5140 and NGR 5172. This course provides the learner with a strong foundation in the health assessment skills, history taking, physical exam skills, laboratory, diagnostic, and radiographic modalities. The clinical laboratory component allows students to utilize the assessment, diagnostic skills, and diagnostic reasoning process in the clinical setting.

NGR 5003L. Health Assessment Laboratory for Nurse Practitioners (2). (S/U grade only.) Prerequisite: Admission to the DNP or certificate programs. Corequisite: NGR 5003. This course provides the learner with a strong foundation in health assessment skills, history taking, physical exam skills, laboratory, diagnostic, and radio-graphic modalities. The clinical laboratory component allows students to utilize the assessment and diagnostic skills, and diagnostic reasoning process in the clinical setting.

NGR 5053. Advanced Psychiatric Assessment and Diagnostic (2). Prerequisite: Admission to the Psychiatric/Mental Health Certificate Program and discrete courses for Advance Pharmacology, Advance Health Assessment with lab, and Advance Pathophysiology. Corequisite: NGR 5053L. This course provides students with a knowledge base in mental health assessment of clients across the life span within the context of the advanced psychiatric mental health-nursing role. Emphasis is on the acquisition and analysis of relevant data for the development of a comprehensive and holistic mental health assessment and subsequent diagnoses.

NGR 5053L. Advanced Psychiatric Assessment and Diagnostic Lab (2). (S/U grade only.) Prerequisite: Admission to the Psychiatric/Mental Health Certificate Program and discrete courses for Advance Pharmacology, Advance Health Assessment with lab, and Advance Pathophysiology. Corequisite: NGR 5053. This lab course provides students with a knowledge base in mental health assessment of clients across the life span as an advanced psychiatric mental health-nurse. Emphasis is on the acquisition and development of diagnostic reasoning for the analysis of relevant data for the development of a comprehensive and holistic mental health assessment and subsequent diagnoses in the clinical setting.

NGR 5056C. Advanced Psychiatric Assessment and Diagnostics (3). Prerequisite: Admission into the Psychiatric/Mental Health Nursing certificate program. This course provides students with a knowledge base in mental health assessment of clients across the life span within the context of the advanced psychiatric mental health nursing role. Emphasis is on the acquisition and analysis of relevant data for the development of a comprehensive and holistic mental health assessment and subsequent diagnoses. Focus is on history taking, analysis, data categories, and specific techniques used to identify mental health problems and differential diagnoses in clients across the life span.

NGR 5064C. Advanced Skills for the Advanced Practice Nurse (2). Prerequisites: NGR 5003 and NGR 5003L. This advanced skill course enables learners to develop skills for use in primary clinical practice. Students explore both the theoretical and practical aspects of a variety of procedures and diagnostic modalities including microscopy, suturing, EKG (basic and advanced), radiology, casting and splinting, and dermatological procedures.

NGR 5102. Theoretical Constructs for Nursing Science (3). Prerequisite: Admission to the MSN or DNP program or instructor permission. This course is designed to assist the learner in analyzing and evaluating selected theories appropriate for advanced-practice nursing. Topics cover the relationship between theory, practice, and research; sources of theory for the discipline; contributions and philosophies of early nurse leaders and theorists, as well as those from other disciplines that are appropriate to health care; the development and evaluation of nursing knowledge and theory; as well as the analysis and application of theories and models in nursing practice, education, administration, and research.

NGR 5112C. Advanced Clinical Practice for Nurse Educators (4). Prerequisites: NGR 5003C, NGR 5140, NGR 5172. This course is designed to facilitate the student's ability to identify and analyze new knowledge, trends, and issues pertinent to advances in healthcare and their impact on the advanced nursing practice of adult patients/families. In addition, the clinical experience focuses on the advanced practice nurse's role in the integration of new information and technologies into nursing practice through reflective and evidence-based practice that ensures optimal patient care and safety.

NGR 5140. Advanced Pathophysiological Concepts in Nursing Science (3). Prerequisites: Admission to the DNP or Certificate Programs. This course is designed to build on basic pathophysiology principles and explore the principles of normal body functions and pathophysiological changes that occur because of disease, lifestyle, and homeostatic changes in the body across the lifespan. Altered pathophysiological health is explored at the genetic, cellular and organ system level.

NGR 5172. Advanced Pharmacology (3). Prerequisites: DNP or Certificate Programs Admission, or instructor permission. This course provides an overview of pharmacology using a lifespan approach. Special consideration is given to professional, APN practice related, and statutory issues related to prescribing following a system specific approach, with attention paid to issues specific to the stages of the lifespan. Emphasis is placed on facilitating management of patients in independent and collaborative practice.

NGR 5503. Psychiatric-Mental Health Nurse Practitioner: Individual Psychotherapy (3). Co-requisite: NGR 5503L This course provides didactic experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan who are experiencing acute and/or chronic psychiatric disorders. Emphasis is placed on evidenced-based practice and the utilization of theoretical and conceptual models for assessing, planning, and treating major psychiatric disorders. Moreover, emphasis is given to promoting, maintaining, and restoring wellness to individual clients of all ages. Holistic therapeutic approaches are used to enhance the functioning of diverse individuals across the lifespan.

NGR 5503L. Psychiatric-Mental Health Nurse Practitioner: Individual Psychotherapy Clinical Lab (3). (S/U grade only.) Co-requisite: NGR 5503 This course provides clinical experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan who are experiencing acute and/or chronic psychiatric disorders. Emphasis is placed on evidenced-based practice and the utilization of theoretical and conceptual models for assessing, planning, and treating major psychiatric disorders. Moreover, emphasis is given to promoting, maintaining, and restoring wellness to individual clients of all ages. Holistic therapeutic approaches are used to enhance the functioning of diverse individuals across the lifespan.

NGR 5504Lr. Psychiatric/Mental Health Nursing Practicum (2-5). (S/U grade only.) Prerequisites: Admission to the Psychiatric/Mental Health DNP for the Psychiatric/Mental Health DNP students, NGR 5056C, NGR 5538, NGR 5503, NGR 5503L, NGR 5508, and NGR 5508L. This course allows students to synthesize advanced knowledge and role behaviors in an advanced practice role within psychiatric mental health clinical specialty tracks. With faculty guidance, students develop a practicum plan based on course objectives to include specific objectives, learning activities, and evaluation methods.

NGR 5508. Psy./Mental Health Ns. Practitioner II: Family & Group Psychotherapy (3). Prerequisites: NGR 5503, NGR 5503L, and NGR 5538, or instructor permission. Corequisite: NGR 5508L. In this course, students learn assessment, diagnosis, treatment, and evaluation of clients and groups who are experiencing mental health disorders. Emphasis is placed on evidence-based practice and the utilization of individual, group, and family psychotherapy, **while aiming for restoration of wellness to individuals, groups, and families across the lifespan and various cultural and socioeconomic backgrounds.**

NGR 5508L. Psy./Mental Health Ns. Pr II: Family & Group Psychotherapy Lab (3). (S/U grade only.) Prerequisites: NGR 5503, NGR 5503L, and NGR 5538, or instructor permission. Corequisite: NGR 5508. This lab course provides a knowledge base in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan who are experiencing mental health disorders. Emphasis is placed on evidence-based practice and the utilization of theoretical and conceptual individual, group, and family psychotherapy models for assessing, planning, and treating select major mental health disorders.

NGR 5538. Psychopharmacology for Advanced Practice Psychiatric Nursing (3). Prerequisite: NGR 5172 or equivalent advanced pharmacology course. This course provides a knowledge base of pharmacodynamics, pharmacokinetics, and prescriptive implications related to nursing care of clients with psychiatric-mental health illness, across the lifespan from various cultural and socioeconomic settings. Content is presented in relation to the role of psychiatric-mental health nurse practitioner who functions in a variety of clinical environments.

NGR 5713. Curriculum Theory and Design for Nurse Educators (3). Prerequisite: Admission to the Master's in Nursing Program, or instructor permission. This course provides an overview of the nurse educator role, examining various teaching and learning theories highlighting student-centered learning theory and achievement of desired outcomes. Emphasis is on application of theories of education, factors influencing curriculum concepts, and how they relate to the process of curriculum and course development, as well as writing learning outcomes.

NGR 5714C. Instruction in Nursing Education: Design and Strategies (4). Prerequisite: NGR 5713C. This course introduces the graduate nursing student to instructional design and strategies for both classroom and clinical instruction. Emphasis is placed on the relationship among learning theories, the population of interest to be educated, the learning environment, and the evidence-based instruction strategies. The course provides teaching opportunities in the classroom and in nursing-education laboratory settings.

NGR 5718C. Evaluation in Nursing Education (4). Prerequisites: NGR 5713 and NGR 5714C. This course is designed to introduce the graduate nursing student to theories and methods of evaluation in nursing education at the individual, course, and program level. Applications of testing and measurement relevant to the health professions will be examined. Focus will be placed on effective test design and test writing skills, other methods of evaluating performance in the classroom and clinical settings, and the analysis of evaluation tools for educational purposes. In addition, the student will develop a personal philosophy of teaching/learning.

NGR 5766. Nursing Leadership within Complex Healthcare Environments (3). Prerequisite: NGR 6895. This course examines leadership theories within the context of organizational culture. Students analyze traditional and transformational leadership models and their effects on healthcare environments. Emphasis is placed on the health politics in the workplace, organization, government, and community as well as on social policy, power, and political behaviors. The course also explores professional attributes and requisites for the next generation of advanced-practice nursing leaders within the evolving healthcare system.

NGR 5773L. Clinical Leadership Practicum II (3). (S/U grade only.) Prerequisites: NGR 5770 and NGR 5772L. This course continues student development of nursing leadership and decision-making skills in managing health care microsystems. Clinical guidelines and emergency preparedness strategies are examined.

NGR 5800. Methods in Nursing Research (3). Prerequisite: Admission to the graduate program of the College of Nursing or instructor permission. This course builds upon the knowledge of the research process learned at the baccalaureate level and focuses on the importance of empirical investigation in the development of nursing theory and the formulation of testable hypotheses in nursing practice. Emphasis is directed to the nurse as consumer and practitioner in the area of research and evidence-based practice.

NGR 5846. Biostatistics (3). Prerequisite: Admission to the College of Nursing graduate programs or permission of instructor. This course is designed to provide an understanding of fundamental statistical principles that can be applied to health-related problems in clinical and public health settings. Students interpret published statistical findings, select and apply statistical methods to health related research problems and critique statistical methods utilized in biomedical research. Only the most common methods of statistical analysis used in published nursing research are reviewed.

NGR 5871. Managing Information and Technology in Health Systems (3). Prerequisite: Admission to the graduate program or instructor permission. This course examines the critical elements and use of healthcare information systems and patient-care technology as applied to healthcare delivery, quality improvement, patient safety, and the evaluation of organizational outcomes. Topics cover health applications related to clinical, administrative research, and educational decision making, with emphasis on the exploration of issues and trends related to human-technology interface, implementation science, ethics, and cultural diversity.

NGR 5887. Legal and Ethical Complexities in Healthcare (3). Prerequisite: Admission to the DNP program or instructor permission. This course focuses on legal and ethical issues confronting healthcare professionals and practitioners. The course applies ethical theories to interprofessional team resolution of these dilemmas, while placing emphasis on the use of decision-making models. Topics cover ethical and legal considerations, patient-provider relationships, and moral-judgment concepts.

NGR 5905r. Directed Independent Study (1-3). Prerequisite: Instructor permission. This course is a directed independent study relevant to an area of specialized nursing practice.

NGR 5930r. Special Topics in Nursing (1-3). This course consists of seminar topics that may include advanced techniques in critical care nursing, emphasis on special populations, emphasis on specific identified nursing phenomena. May be repeated to a maximum of nine credit hours; may be repeated within the same term.

NGR 5941Lr. Supervised Teaching Laboratory (1-5). Prerequisite: Instructor permission. This course offers students the opportunity to put into practice theories, concepts and principles of the teaching-learning process while functioning as a teaching assistant. Under supervision, students design, implement and evaluate teaching episodes for delivery to individuals and groups of nursing students, health care personnel, clients and their families.

NGR 6004L. Health Assessment, Skills and Diagnostic Reasoning Practicum for the APN (1). Prerequisite: NGR 5003, NGR 5140, and NGR 5172. Co-requisite: NGR 6066. This course gives the learner an opportunity to integrate advanced health assessment, diagnostic reasoning, and advanced practice skills into the APN role. Learners will begin their transition to the APN role with faculty and other healthcare professionals support as they enter the clinical setting. The focus of the course is incorporating APN skills in selecting evidence-based interventions.

NGR 6066. Advanced Skills and Diagnostic Reasoning for the APN (3). Prerequisite: NGR 5003. Co-requisite: NGR 6004C. This advanced skills course provides theoretical knowledge to enable learners to develop psychomotor skills that are required for advanced practice nursing in a variety of settings. Learners explore theoretical and practical aspects of selected procedures and diagnostic modalities in care across the lifespan, with a focus on sound, safe practice in nursing care provided to diverse populations.

NGR 6115. Philosophical Foundations, Theories, Models, and Frameworks of Nursing Science (3). This course focuses on the nature of knowledge in nursing, with an emphasis on philosophy of science as an underpinning for knowledge development and research; approaches to theory, statement, and concept development; and criteria for evaluation of theories, models, and frameworks. This course examines the historical and contemporary ideas about knowledge development and philosophy of science.

NGR 6167. Food as Medicine: The Nutrition-Health Connection (3). Prerequisite: Post-master's degree in a health-related discipline. This course examines evidence-based dietary patterns shown to prevent, treat, and reverse diseases such as heart disease, diabetes, and certain cancers, and prepares students to implement food-as-medicine in various healthcare settings. The course will also include nutritional considerations for various lifecycle stages and special populations.

NGR 6185. Genetics and Emerging Diseases (3). Prerequisite: NGR 5140. This course is designed to facilitate the nursing student's understanding of genetics and emerging disease on the professional-nursing practice. Topics include basic concepts of genetics and emerging diseases, their application to nursing practice and global health, as well as related ethical, legal, and social issues.

NGR 6201. Advanced Management of Adult and Women's Issues for Primary Care (3). Prerequisites: Admission to the Psychiatric Mental Health program and instructor permission. This course provides the learner with the knowledge and skills to develop basic strategies designed to promote health, diagnose and manage basic acute and chronic health problems across the life span. The course focuses on the development of sound diagnostic skill through an emphasis on the differential diagnostic process and institution of clinical strategies to address common acute and chronic disorders. The course provides a foundation of adult and women's content to augment a Pediatric Nurse Practitioner's foundational role for across the lifespan.

NGR 6210. Acute Care I (3). Prerequisites: NGR 5003, NGR 5140, and NGR 5172. Corequisite: NGR 6210L. The course prepares the Adult-Gerontological Acute Care NP student to assess, diagnose, and manage selected health care needs of adults and children over 12 years of age. Students begin to develop strategies for patient-centered care to promote health, diagnose and manage acute and complex chronic health conditions of the GI, renal, endocrine, and internal medicine patient population.

NGR 6210L. Acute Care I Practicum (3). (S/U grade only.) Prerequisites: NGR 5003, NGR 5140, and NGR 5172. Corequisite: NGR 6210. The purpose of this first practicum course is to provide opportunities for Adult-Gerontological Acute Care NP students to apply concepts from Advanced Health Assessment and Diagnostic Reasoning and NGR 6210 in selected clinical settings. Emphasis is on critical thinking, diagnostic reasoning, differential diagnosis, communication, and collaboration in a culturally diverse system.

NGR 6211. Acute Care II (3). Prerequisites: NGR 6210 and NGR 6210L. Corequisite: NGR 6211L. The purpose of this course is to build from the knowledge gained in Acute Care I. It is designed to provide knowledge and skills to assess, diagnose, and manage patients, focusing on illnesses of the cardiac, respiratory, and neurology patient population. Students continue their exploration of evidence-based care of the acutely-critically ill adult across the young adult to older adult age spectrum.

NGR 6211L. Acute Care II Practicum (3). (S/U grade only.) Prerequisites: NGR 6210 and NGR 6210L. Corequisite: NGR 6211. This course provides opportunities for Acute Care NP students to advance their clinical competence in acute care settings by building on knowledge gained in previous courses. Clinical experiences give students the opportunity to develop, implement, and evaluate care plans for adults. Collaboration between the APN, patient, family, and healthcare team is emphasized.

NGR 6212. Acute Care III (3). Prerequisites: NGR 6210, NGR 6210L, NGR 6211, and NGR 6211L. Corequisite: NGR 6212L. This didactic course provides opportunities for the evaluation of issues and trends encountered in advanced practice adult-gerontological acute care nursing. Emphasis is on critical analysis and management of issues by the APRN using an evidence-based, interprofessional team approach to the management of patients ranging from across the young adult to older adult age spectrum.

NGR 6212L. Acute Care III Practicum (3). (S/U grade only.) Prerequisites: NGR 6210, NGR 6210L, NGR 6211, and NGR 6211L. Corequisite: NGR 6212. This course builds from the knowledge gained in Acute Care I and II practicums. It supports students' continued development of advanced knowledge and skills to assess, diagnose, and manage patients experiencing complex or acute illness through collaboration between the advanced practice nurse and the patient, family, and interprofessional healthcare team are emphasized.

NGR 6213L. Acute Care IV Practicum (3-5). (S/U grade only.) Prerequisites: NGR 6210, NGR 6210L, NGR 6211, NGR 6211L, NGR 6212, and NGR 6212L. The purpose of this practicum course is to provide opportunities for Adult-Gerontological Acute Care NP students to continue their training, sequentially advancing their clinical competence in the care of patients in acute care settings. The focused clinical experiences in this course provide students with sustained opportunities to develop, implement, and evaluate management plans for adults.

NGR 6214L. Acute Care V Practicum (2-5). (S/U grade only.) Prerequisites: NGR 6210, NGR 6210L, NGR 6211, NGR 6211L, NGR 6212, NGR 6212L, and NGR 6213L. This course is the last of the practicum courses as students continue to prepare for comprehensive management of the complex, acutely ill adult. Clinical experiences allow the student to perfect assessment, diagnosis, and management of patients in the acute care setting. This course is a concentrated residency experience in which the student is expected to fully engage in the DNP role.

NGR 6217C. Acute Care Skills (2). Prerequisites: NGR 5003 and NGR 5003L. This course enables learners to develop skills for use in acute care clinical practice settings. Students explore both the theoretical and practical aspects of a variety of procedures and diagnostic modalities including comprehensive history taking, advanced airway management, arterial line and central venous catheter placements, chest tube placement, thoracentesis, paracentesis, lumbar puncture, and cricothyroidotomy procedures. This course include a two-day skills workshop followed by clinical practice at an acute care based clinical site for a total of 45 clinical hours.

NGR 6246. Empowering Behavioral Change: The Provider as Expert and Coach (3). Prerequisite: Post-masters degree, or faculty approval. This course explores the fundamentals of health-behavior change, including the concepts of motivational interviewing, cognitive-behavioral techniques, and positive psychology techniques. Healthcare providers explore and develop the collaborative coaching style used in healthcare, which encourages patients and clients to take a more active role in decisions regarding their own care.

NGR 6304. Pediatrics for Advanced Practice (3). Prerequisite: NGR 5140, NGR 5172, and NGR 5503, or equivalents, or permission from instructor. This course provides a comprehensive outline of pediatric primary care in the context of evidence-based nurse practitioner competencies. Emphasis is on growth and development, pediatric health promotion in diverse populations, and assessment, physical exam, diagnosis/management of common illnesses in newborns, children, and adolescents in the family practice setting.

NGR 6348. Women's Health Care for Family Advanced Practice Nurses (3). Prerequisites: NGR 5003 and NGR 5003L. This course provides an overview of the care of women across the lifespan based on evidence-based nurse practitioner competencies. Students explore preventative and problem-based care unique to women. Emphasis is placed on clinical decision-making based on advanced physical assessment, screening and diagnostic testing, to formulate plans for management and educational interventions.

NGR 6511. Geriatric Mental Health (3). This course examines mental health concerns of diverse groups, including older adults and their families. Essential aspects of the course focus on the recognition of major psychiatric disorders affecting older adults in a variety of settings, including the aging military veteran populations and their families.

NGR 6570. Management of Social Determinants of Mental Health in the Community (3). This course emphasizes social determinants of mental health, integrated care for populations living with psychiatric/mental health conditions, substance use, and/or medical co-morbidities across the lifespan. The application of evidence-based practice guidelines and research data are utilized.

NGR 6590. The Role of Lifestyle Medicine in Improving Mental Health (3). Prerequisites: Bachelor's degree or instructor approval. This course examines the evidence-based lifestyle medicine strategies to improve mental health disorders, including non-pharmacologic approaches such as exercise, vitamins, nutrients and botanicals as well as mind-body approaches. This course explores some of the latest research on the vital link between gut health and the health of the central nervous system.

NGR 6591. Introduction to Lifestyle Medicine: The Six Pillars of Health (3). Prerequisite: Post-master's degree, or faculty approval. This course examines evidence-based lifestyle medicine strategies to improve chronic health disorders, and includes non-pharmacologic approaches such as exercise, vitamins, nutrients, and botanicals as well as mind-body approaches. This course also appraises seminal research and builds on more current evidence regarding the importance of lifestyle behavioral choices, physical, and mental health.

NGR 6592. The Exercise Prescription: Improving Physical and Mental Health Through Movement (2). Prerequisite: Post-master's degree in a health-related discipline. This course explores the significant health benefits of physical activity to the body and the brain. Students examine evidence-based guidelines for physical activity levels to promote optimal health across the lifespan.

NGR 6593Lr. Lifestyle Medicine Practicum: Integrating Lifestyle Medicine into Clinical Practice (1-3). (S/U grade only.) Prerequisite: Master's degree in health-related discipline and instructor permission. This course synthesizes the Lifestyle Medicine advanced practice knowledge, skills, and abilities into the health care practice setting. Students are expected to complete their clinical hours with a master's prepared (or above) healthcare professional who practices in a lifestyle/health promotion setting. Can be repeated to a maximum of seven credit hours.

NGR 6601. Advanced Management of the Family I (3). Prerequisites: NGR 6304 and NGR 6348, or instructor permission. Corequisite: NGR 6601L. This course is the first of two that focus on management of the family. It is designed to give students the opportunity to explore evidence-based care of the family in diverse settings. Students begin to develop strategies for patient-centered care to promote health, diagnose and manage outpatient chronic health conditions across the lifespan.

NGR 6601L. Family Nurse Practitioner Practicum I (3). (S/U grade only.) Prerequisites: NGR 5003, NGR 5503L, and DNP core courses. Corequisite: NGR 6601. The course is designed to apply the knowledge and skills gained in previous courses to develop strategies to promote health, diagnose, and manage health problems across the lifespan. Students focus on the use of sound diagnostic skills utilizing the differential process. Student begin to develop collaborative partnerships with patients and healthcare professionals in care management.

NGR 6602. Advanced Management of the Family II (3). Prerequisites: NGR 6601 and NGR 6601L, or instructor permission. Corequisite: NGR 6602L. This course is the second of two family management courses. It is designed to allow students to continue to explore evidence-based care of the family in diverse settings and develop strategies for patient-centered care to promote health, diagnose and manage acute outpatient conditions across the lifespan.

NGR 6602L. Family Nurse Practitioner Practicum II (3-4). (S/U grade only.) Prerequisites: NGR 6601, NGR 6601L, or instructor permission. Corequisite: NGR 6602. This course builds on the knowledge gained in Advanced Management of the Family I. It is designed to provide students with advanced knowledge and skills related to the clinical management of actual and potential health problems across the life span in a primary care setting. **The role dimensions of manager, collaborator and teacher will be explored within the context of the Family Nurse Practitioner.**

NGR 6619L. Family Nurse Practitioner Practicum III (3-5). (S/U grade only.) Prerequisites: NGR 6601, NGR 6601L, NGR 6602, and NGR 6602L. This course allows students to synthesize and apply practice knowledge, skills, and abilities gained in previous management courses into the APN role. Students focus on promoting health, preventing illness, and managing acute and chronic illnesses in the Family Practice setting, as well as their transition to independence in the nurse practitioner role with the assistance of a preceptor.

NGR 6641. Assessment and Collaboration with Communities and Systems (2). Prerequisite: Admission to the DNP Program. This course challenges students to integrate techniques of community assessment and principles of collaboration in order to develop strategic, operational, or evaluation plans based on objective, comprehensive assessment. Topics include health-system concepts related to a broad spectrum of communities, with emphasis on the evaluation and use of data, collaborative work within health systems, and the examination of outcomes.

NGR 6662. Health, Equity, and Social Determinants of Health (2). This course examines the impacts of the social determinants of health. It is designed to incorporate analysis of root cause differences in the health of individuals and populations into practice. Activities familiarize students with key concepts related to best practice and decision making with consideration for diversity, equity, and inclusion.

NGR 6663. Special Populations Research/Social Determinants of Health (3). This course focuses on the systematic study of the social and economic conditions under which people live that determine their health. Students explore how social influences such as income, living conditions, education, infrastructure, religious affiliation, healthcare, social capital, stress, gender, and race affect health and longevity.

NGR 6674. Population Health and Applied Epidemiology (3). Prerequisite: Admission to the graduate Nursing program or instructor permission. This course provides a foundation population health and applied epidemiology. The emphasis is on analysis of epidemiologic and scientific data for the assessment and evaluation of population health.

NGR 6680. Foundations for Working with Military, Veterans and Families in a Health Care Setting (3). This course provides students with a foundation of military culture, ethos and challenges faced by our active-duty military, members of the reserves and National Guard, veterans, and their families.

NGR 6681. Women in War: Understanding the Health of Military and Veteran Women (3). Prerequisite: Enrollment in Military/Veteran Mental Health Certificate Program and instructor permission. This course identifies and explores health status of women who are currently serving or have served in the uniformed services. Emphasis is placed on strategies to recognize and improve the physical/mental health and overall well-being of this population.

NGR 6682. Wounds of War: Visible and Invisible (3). The purpose of this course is to understand the basic truths about military stress, traumas, posttraumatic stress disorder, and the post-deployment health related issues, both visible and invisible wounds. The underpinning of this course is to explore current conceptualizations of various types of stressful and traumatic military experiences.

NGR 6702. Influencing Change in Healthcare Quality and Safety (3). This course offers students the opportunity to explore effective change strategies within care systems. Concepts of diverse communication styles, influencing behaviors, transformation of delivery care systems, relationship management, evidence-based practice, and decision-making focus on adaptive and complex systems thinking, as well as management of change within a community or organization.

NGR 6704. Scholarly Writing (2). Prerequisites: Admission to the Graduate Program or instructor permission. This course aims to improve academic writing proficiency to express written ideas in a clear and coherent manner consistent with graduate level scholarship. Grammar, editing, common writing errors, and APA formatting for scholarly writing is emphasized.

NGR 6796. The Nurse Leader in Research and Health Policy (3). This course provides an in-depth examination of leadership theories, change processes, and health policy issues that promote improved health outcomes across complex systems. The steps, strategies, and competencies needed for health policy advocacy in various settings will be explored using real-world examples of nurse leaders involved in policymaking and research.

NGR 6801. Quantitative Research Methods (3). This course focuses on quantitative research methods used in nursing and health research in general. This course is intended to enhance knowledge and skills required to develop a quantitative research proposal and prepare independent quantitative investigators to generate, translate, and communicate new nursing knowledge.

NGR 6806. Literature Synthesis for Nursing Science (3). This course is designed to enhance the students' ability to critically appraise and synthesize literature as it relates to their proposed dissertation topic. This course provides guided direction in the processes used for dissertation development and manuscript writing.

NGR 6811. Theoretical Constructs and Methods of Evidence-Based Nursing Practice (3). Prerequisite: Admission to the Doctor of Nursing Practice Program or instructor permission. This course facilitates critical reflection on the relationship of theory, research, and evidence-based practice as a basis for discerning appropriate solutions to complex practice issues. Students examine theories and models influencing practice, practice-based questions, literature of relevant evidence, quality of research appraisal, and synthesize the findings to generate recommendations.

NGR 6815. Qualitative Research Methods (3). This course focuses on qualitative research methods in nursing and in the allied health professions. This course provides a thorough introduction to qualitative research methods in nursing, including research design, data collection methods (observation, in-depth interviews, and focus group discussions), ethics, data preparation, and preliminary analysis.

NGR 6826. Methods of Program Evaluation and Quality Improvement (2). This course reflects the need for APNs to have a sound theoretical basis for making clinical decisions and focuses on the theory and application of decision-making as it applies to clinical situations that are frequently encountered by APNs. This course provides students with the necessary skills and knowledge to use evidence and health data for quality improvement in a healthcare setting.

NGR 6853. Translation of Evidence for Practice (3). Prerequisite: NGR 5800. This course is designed to build upon previous APN scholarship courses and focuses on the process of knowledge application to nursing practice. Students investigate ways of translating evidence from research to plan and implement high impact sustainable change that transforms culture and practice using frameworks for translation and implementation to improve healthcare outcomes.

NGR 6881. Responsible Conduct of Research (3). This familiarizes students with several issues related to the ethical conduct of scientific research. Students are advised of their societal responsibilities as members of the scientific research community.

NGR 6893. Healthcare Finances, Economics and Entrepreneurship (3). Prerequisite: NGR 5887. This course examines changes in healthcare systems based on evolving healthcare priorities and economic outcomes. Students analyze the relationship among processes, outcomes, and economic indicators; explore financial models of healthcare delivery, including resource management, distribution of services, cost-benefit analyses, return on investments, and outcome-based care; investigate financing of the practice of care-delivery systems viewed on a continuum of individual practitioner-care delivery to acute and complex, multi-level organization systems; and examine key entrepreneurial leadership principles, practices, and creative strategic planning for healthcare ventures.

NGR 6895. Policy, Legal and Ethical Complexities in Healthcare (3). Prerequisite: Admission to the DNP program or instructor permission. This course provides students with an opportunity to integrate knowledge of ethics and health policy to apply it to advocacy strategies that impact advanced nursing practice, quality of care, and outcomes. Emphasis is placed on moral agency, ethical decision-making, policy analysis, development and implementation, and actionable plans for addressing critical health issues.

NGR 6910C. DNP Project III: Implementation and Data Analysis (1). (S/U grade only.) Prerequisites: NGR 6931C, and NGR 6935C. This course is the third of four DNP Project courses. The course provides students with the opportunity to implement and evaluate the DNP Project under the guidance of the Major Professor. This includes collecting and analyzing relevant data and beginning to synthesize the results and discussion sections of the DNP Project Report.

NGR 6912C. DNP Project IV: Dissemination (1). (S/U grade only.) Prerequisites: NGR 6910C, NGR 6931C, and NGR 6935C. This course is the fourth of the four DNP Project courses. During this course, students prepare the final DNP Project Report for submission and disseminates the project outcomes. A poster presentation is prepared and presented at the DNP Exposition and to the clinical agency.

NGR 6931Cr. DNP Project Planning and Application (2-3). Prerequisites: NGR 6811, NGR 6826, NGR 6853, or equivalent or permission by instructor. This course focuses on identification of a healthcare problem impacting individuals, groups, populations, or systems of care and planning implementation steps for completing a DNP scholarly project. Students use an evidence-based approach to problem inquiry and design a strategy or method to solve the problem and evaluate outcomes to improve healthcare and advance nursing practice.

NGR 6935C. DNP Project Evaluation and Dissemination (2-3). Prerequisite: NGR 6931C. This course focuses on implementation, evaluation, and dissemination of the DNP Scholarly Project. Students implement the strategies or methods outlined in the project proposal and evaluate outcomes to determine whether improvements have occurred. The successful completion and dissemination of the project findings translates evidence into practice and culminates the student's DNP program of study.

NGR 6942L. FNP Practicum IV (1-5). (S/U grade only.) This course allows students to practice comprehensive management of primary care patients across the lifespan. Clinical experiences allow the student to perfect assessment, diagnosis, and management of common and complex health conditions in a variety of health care settings. Students demonstrate APN competencies in providing safe, quality, evidence-informed care to improve patient outcomes.

NGR 6943Lr. DNP Practicum V (1-5). (S/U grade only.) Prerequisite: All DNP core and specialty courses. This course provides practice hours for the DNP student to integrate and apply the knowledge and skills learned in the program to a practice setting related to the student's career goals. During this practicum, students demonstrate advanced nursing practice competencies in providing safe, quality, evidence-informed care to improve patient outcomes and systems of health care delivery.

NGR 6944Lr. Executive Health Systems Leadership Practicum (1-5). This course gives students an opportunity to apply beginning leadership skills, adaptive thinking, and decision making in complex healthcare environments. The focus is to reinforce concepts presented in the core EHSL courses. Concepts such as accountability, advocacy, governance, evidence-based practice, economics, and financial and Human Resource management are applied. May be repeated to a maximum of five hours.

NGR 6949Lr. Executive Health Systems Leadership Immersion Practicum (1-5). This practicum allows students to differentiate various roles of the Executive Leader while engaging in a comprehensive clinical immersion experience and focuses on the leader who advocates for the client and organization through thoughtful outcome development and management practices. The AACN Essentials, ANOL competencies and curricular expectations for EHSL serve as the course framework. May be repeated for a maximum of five total credit hours.

NGR 7126. Intervention Development and Analysis (3). This course builds on the content and skills related to critical inquiry, theories, research design, methodology, and dissemination. This course focuses on in-depth exploration and critical analysis of current intervention research including conceptual and methodological issues. Additionally, students learn how to design research to evaluate the outcomes of nursing interventions.

NGR 7769. DNP Roles and Leadership within Complex Healthcare Environments (3). Prerequisite: Admission to the DNP Program. This course provides students with a foundation for APN roles and leading changes in complex systems of care delivery. Systems thinking and leadership theories are introduced to support students' transition from roles in patient care delivery to leading systems redesign improvement, with an emphasis in leadership concepts that influence reflective practice as well as personal and professional accountability.

NGR 7816. Mixed Methods and Implementation Science Research (3). Prerequisite: NGR 6801. This course acquaints students with mixed research methods, focusing on the application of these techniques in the health sciences and within clinical trials. Students familiarize themselves with the discipline of dissemination and implementation science and explore the use of mixed methods implementation science.

NGR 7822. Measurement and Instrument Development (3). Selecting, developing and using valid and reliable measures are integral components of sound research and evaluation. This course will present theory and methods to develop and validate measurement instruments used in nursing research and evaluation.

NGR 7911Lr. Research Practicum (1-3). This course provides students with the opportunity to function as a contributing member of the inter-professional team and collectively apply the knowledge, practice, and skills acquired in previous courses. Students join the research team of a member of the graduate faculty, acting in the capacity of a team member.

NGR 7919. Research Proposal Development (3). This course for doctoral Nursing students is a pragmatic skills-building course that aims to provide a mentored, guided structure for developing a significant research project and leads students through the steps of assembling a grant application through an NIH mechanism: the predoctoral National Research Service Award (NRSA).