ACNS 619 CNS Specialty Role and Practice Foundations (3)
Provides an overview of the role of the Clinical Nurse Specialist (CNS) with a practice focus on adults and gerontology (wellness to acute care). Explores the spheres of influence and core competencies for CNS practice. Examines theoretical foundations of reflective, evidence-based advanced nursing practice for individuals 20 years of age and older.

ACNS 632 Adult-Gerontology I: CNS Practice in the Patient Sphere (3)
Provides an in depth inquiry into the role of the clinical nurse specialist (CNS) within the patient sphere with a practice focus on adults 20 years of age and older. Explores the theoretical concepts utilized in advanced nursing practice in the management of patients along the continuum of care from wellness to illness, experiencing acute, chronic, or terminal illnesses.

ACNS 632P Adult-Gerontology I: CNS Practice in the Patient Sphere Practicum (3)
Provides an opportunity to carry out the clinical nurse specialist (CNS) role within the patient sphere with adults 20 years and older. Emphasizes the application of the theoretical concepts utilized in advanced nursing practice in the management of patients along the continuum of care from wellness to illness experience acute chronic or terminal illnesses.

ACNS 634 Adult-Gerontology II: CNS Practice in the Nurse Sphere (3)
Analyzes and operationalizes principles of clinical leadership with nursing staff who care for individuals 20 years of age and older in a variety of settings. Emphasizes process of change, promotion of innovation, and diffusion of evidence for quality practice.

ACNS 634P Adult-Gerontology II: CNS Practice in the Nurse Sphere Practicum (2)
Provides an opportunity to enact the role of the CNS within the nurse sphere with a practice focus on adults 20 years of age and older. Emphasizes skillful guidance and teaching of nursing staff to advance the care of patients, families, groups of patients, and the profession of nursing.

ACNS 636 Adult-Gerontology III: CNS Practice in the Organizational/Systems Sphere (3)
Emphasizes theories and principles of change management at the systems level. Analyzes CNS leadership principles in organizations/systems in which nursing care is provided for individuals 20 years of age and older.

ACNS 636P Adult-Gerontology III: CNS Practice in the Organizational/Systems Sphere Practicum (2)
In the clinical setting emphasizes applying theories and principles of change management at the systems level. Operationalizes CNS leadership principles in organizations/systems in which nursing care is provided for individuals 20 years of age and older.

ACNS 638 Adult-Gerontology IV: Advanced CNS Practice (3)
Focuses on further development of evidence-based clinical knowledge in a selected area of CNS practice. Provides opportunities to explore CNS role development issues. Based on a gap analysis, an evidence-based practice change is designed, evaluated, and presented relative to an a priori evidence-based benchmark.

ACNS 638P Adult-Gerontology IV: Advanced CNS Practicum (3)
Focuses on further development of evidence-based clinical knowledge and expertise in a selected area of CNS practice. Students design an evidence-based clinical project to improve the care for individuals 20 years of age and older. The project is implemented using an evidence-based approach to a clinical problem or professional issue.
APNC 520 Advanced Pathophysiology (3)
Focuses on pathophysiological processes across the lifespan and the development of clinical reasoning skills required in advanced practice nursing. Distinguishes between normal physiology and specific system alterations produced by injury and disease. Explores etiology, pathogenesis, developmental and environmental influences, and clinical manifestations of major health problems.

APNC 521 APRN Physical Assessment and Diagnosis (4)
Explores theoretical and clinical practice principles of advanced physical assessment and diagnosis across the lifespan. Utilizes various methods of comprehensive evidence-based data gathering, analysis, and documentation including history taking, physical examination, screening for common diseases, diagnostic procedures, and differential diagnoses. Differentiates abnormalities from common normal variations characteristic of various developmental, cultural, and ethnic groups. Laboratory-based practicum experiences provide the opportunity for the integration of theory with APRN role responsibilities specific to physical assessment and diagnosis. Minimum grade of “B-“required.

APNC 523 Pharmacology in Health Management (3)
Provides an evidence-based knowledge of pharmacotherapeutics for patients across the lifespan including special populations. Develops a foundation for decision-making necessary for initiating, monitoring, and modifying pharmacological treatment plans.

APNC 524 Advanced Pharmacology (3)
Provides the knowledge and skills needed to assess, manage, and recommend treatment plans, utilizing broad categories of pharmacologic agents, for common and complex health problems in a safe, high quality and cost effective manner. Pharmacotherapeutics, pharmacodynamics, pharmacokinetics and pharmacogenomic skills will be developed utilizing case scenarios with an emphasis on direct application to clinical nursing practice.

ENLC 500 Health Care Leadership, Values, and Social Justice (3)
Examines leadership theories, corporate ethics, values-focused strategies and principals of social and health care justice that can be actualized across the spectrum of health care settings. Develops knowledge and hones skills concerning the management of people in healthcare organizations. Improves abilities to diagnose, analyze, and take effective action as leaders in a variety of healthcare settings.

ENLC 553 Financial Management in Health Care Systems (3)
Provides a forum for the exploration and evaluation of the financial environment of the health care industry and how it specifically affects the role of the health care leader. Emphasizes the development of financial analysis skills that provides a foundation for application within the health care delivery system.

ENLC 555 Resource Management in Health Systems (3)
Focuses on the management of human, financial, and material resources in health systems. Emphasizes the cost-effective use of resources to accomplish organizational objectives.

ENLC 556 Management of Health System Care Delivery and Outcomes (3)
Focuses on the process of health care delivery from a systems perspective and emphasizes continuous process improvement as crucial to achieving high quality outcomes. Addresses health system outcome measurement and evaluation and analysis of research on organizational effectiveness.
ENLC 557 Strategic Planning and Management of Health Systems (3)
Emphasizes strategic planning and management as requisite to growth and survival of health systems. Acquaints students with the language, processes, tools and techniques of strategic planning and change management that will enable them to contribute effectively to strategic thinking and action in health systems.

ENLC 591 Leadership Practicum in Health Care (3)
Provides an opportunity to observe and participate in various situations associated with the health care system administrative process (e.g., human resource management, fiscal management, strategic planning, marketing, information management, and political activity). Establishes a forum for discussion of practicum observations as they relate to empirical and research-based literature as well as issues and trends in healthcare system administration.

ENLC 598 Evidence-Based Practice Practicum (3)
Provides a self-directed and systematic opportunity to gain greater knowledge and expertise in an area of nursing practice. Culminates in an evidence-based practice project to address a nursing practice problem; implementation of an innovative approach to the problem through integration of related theory and best evidence; evaluation of project outcomes; and dissemination of findings.

HCIN 540 Introduction to Health Care Information Management (3)
Provides students with necessary skills to understand the basis for health care informatics. Emphasizes basic understanding of computer hardware, network architecture, clinical application of electronic health records, and health care software applications. Includes relevant regulatory, patient privacy, security, and reimbursement issues. Examines current trends in meaningful use and electronic health record (EHR) certification as a foundation for understanding emerging issues in health care informatics.

HCIN 541 Introduction to Health Care Delivery Systems (3)
Provides an overview of the health care delivery system, professional roles, care delivery models, and relevant regulatory environment in the United States. Overviews common chronic and acute disease states that drive the U.S. healthcare system to provide the student with context for care delivery models. Intended for non-clinician students or individuals who lack significant professional health care employment experience.

HCIN 542 Systems Analysis and Design for Health Care Informatics (3)
Prepares students in the planning, analysis, design, and implementation of computer-based information and technology systems. Includes systems development life cycle, project management skills, requirement analysis and specification, feasibility and cost-benefit analysis, logical and physical design, prototyping, system validation, deployment, human factors, and post-implementation review.

HCIN 543 Database Design and Knowledge Management (3)
Provides opportunities to gain advanced skills in data and knowledge management. Addresses applied skills in database design, data structure, modeling, and development of database management systems to resolve problems in health care informatics and research settings. Also focuses on development of fundamental skills in knowledge management and knowledge engineering as applied to the health care environment. Provides an overview of national health care databases such as National Database of Nursing Quality Indicators (NDNQI) and Centers for Medicare and Medicaid Services (CMS) Core measures and data mining techniques. Promotes skills in accessing clinical databases to resolve selected clinical problems.
HCIN 544 Advanced Health Care Information Management (3)
Provides information and skills necessary for leadership in informatics roles in health care systems. Emphasizes design, implementation, and evaluation of electronic health record systems and clinical decision support systems. Also addresses regulatory, reimbursement, ethical issues, and emerging technology in health care informatics.

HCIN 545 Residency in Health Care Informatics Capstone (3)
Provides an integrative field experience to synthesize and apply knowledge attained in the HCIN core courses. Includes related practices and seminar experiences that foster achievement of career goals related to health care informatics.

HCIN 550 Health Care Six Sigma, Green Belt (3)
Employs the structured Six Sigma “DMAIC” methodology: Define, Measure, Analyze, Improve, and Control to introduce principles, tools, and techniques to improve processes within a health care organization. Enables students to apply the Six Sigma model to improve such systems as: patient throughput, clinical diagnostics reporting, and care delivery redesign. Defines tools and techniques of Six Sigma in order to successfully develop, launch, and transition a project through each phase terminating with an evaluation phase.

HCIN 551 Introduction to Geohealth (3)
Enhances the student’s familiarity and builds competence in using geographic information systems (GIS) applied to health surveillance and research. Provides the student interactive experiences to map clinic data and to conduct geographic modeling decisions. Incorporates an active learning environment to provide students an opportunity to develop a practical understanding of GIS software.

HCIN 552 Clinical Documentation: Electronic Medical Record Systems (3)
Introduces theory and applied practice of clinical documentation systems. Includes hands on experience with the use of Epic and Cerner electronic medical record systems (EMR). Chronicles historical trends in the development and evolution of clinical documentation systems. Explores hardware/software development requirements for EMRs and application of EMR data for: quality, risk assessment, billing, and research applications. Includes overview of clinical devices that assist in medication administration such as BCMA (Bar Code Medication Administration). Applies problem-based learning to the development of clinical rules and alert systems for both Clinical Decision Support (CDS) and CPOE (computerized Physician Order entry) systems. Course emphasizes regulatory requirements for electronic medical records to include: HIPPA, Meaningful Use Requirements, security applications, and federal breach reporting.

HCIN 553 Clinical Documentation Systems: Specialist Role (3)
Provide a basic understanding of the electronic medical record and how digital billing systems are evolving to meet the clinical documentation needs of health care organizations. Fosters skills in applying diagnostic coding standards to meet quality, regulatory and billing requirements, including: code book formats; coding techniques; formats of the ICD, DRG, and CPT manuals; health insurance; billing, reimbursement, and collections. Course examines federal regulations covering billing and patient privacy (HIPPA).
HCIN 554 Telehealth and Emerging Technology (3)
Provides an introduction to the emerging discipline of telehealth. Provides a historical perspective of remote monitoring of patients using various types of telehealth, including video conferencing, telephonic, and home based sensors. Includes an overview of relevant hardware and software requirements for a telehealth program. Includes federal and state regulations covering telehealth practice and reimbursement models by Medicare, Medicaid and other insurers. Includes consumer grade health monitoring devices and emerging health care technology. Prerequisite: HCIN 540

HCIN 560 Introduction to Healthcare Simulation (3)
Provides an overview of the fundamentals and exploration of health care simulation concepts. Innovative teaching strategies and technology are presented including opportunities to gain “hands-on” experience using multiple simulation methods such as task trainers, hi and lo-fidelity mannequins, and standardized patients within active learning scenarios. Emphasizes basic understanding of entire continuum of planning, executing, and debriefing a successful simulation incorporating creation of cases, resource planning, event management, development of competency checklists, and facilitation of reflective learning.

MSNC 503 Nursing Practice with Diverse Families in Communities (2)
Examines the philosophical, theoretical, and conceptual bases for care of diverse families and groups in community settings. Analysis of community perspectives to provide a foundation for general and advanced practice and research with families across the lifespan. The 2010 national health objectives provides a framework for family and community health promotion and risk reduction. Community issues that affect family, aggregate, and community health and wellness are examined using an ecological perspective that includes the social, political, cultural and economic aspects of the environment. Addresses intervention strategies with families to achieve desired health outcomes in their communities

MSNC 507 Statistics (3)
Provides students with the necessary skills to perform statistical analysis of data in order to present information in a meaningful way. Emphasizes basic understanding of probability concepts, common probability distributions, and inferential statistical methods. Includes identification of data requirements and statistical method to answer specific research questions. Incorporates SPSS statistical software as well as statistical calculations. Explores methods to display data and findings. Assists students to interpret SPSS output, and effectively present findings. Also focuses on critical review of scientific manuscripts and interpretation of findings.

MSNC 511 Evidence Based Practice: Role of Theory and Research (3)
Explores and critiques the theoretical foundations of nursing science as a basis for the development of research. Emphasis is placed on the relationship of theory and research to the knowledge base and practice of nursing.

MSNC 512 Influencing the Health Care Environment: Policy and Systems (3)
Provides an understanding of nursing’s leadership role in the analysis and evaluation of policy, organization, and financing of health care. Focusing on the organization of health care systems, the political and economic forces that influence health care delivery, and the formulation of policies affecting health care.
MSNC 518 Physical Assessment and Diagnosis for RNs (4)
Focuses on theoretical and clinical skill development in physical assessment and diagnosis, across the life span. Designed to prepare the advanced generalist registered nurses with the knowledge and skills to make appropriate focused assessments and draw accurate conclusions about physiological/psychosocial instability/complications/sequelae of disease processes and/or therapeutic interventions.

MSNC 599 Independent Study (1-3)
Repeatable for credit. Requires submission of independent study form and faculty approval.

MSNE 516 Mind-Body-Spirit Health Care (3)
Focuses on promoting integration of body, mind, and spirit through incorporating the best of both conventional and complementary approaches to health promotion and the diagnosis and treatment of a variety of common health problems. Explores the role of the nurse as healer and the healing modalities commonly used within nursing, as well as the science of psychoneuroimmunology and quantum physics that underlie the phenomena of mind-body healing. Compares and contrasts selected culturally-based, holistic systems of knowledge concerning health and illness to identify commonalities and differences in these major healing traditions. Addresses ethical and business considerations related to integrating conventional and complementary approaches in ambulatory care.

MSNE 532 Theory of Nursing Education (3)
Preparation for teaching in a variety of institutional settings. Focuses on the nature of higher education, faculty role, curriculum design, the instructional process, evaluation and issues in nursing education.

MSNE 542 Latino Health: Sociocultural and Family Perspectives (3)
Explores the cultural values and belief systems that influence health behaviors within the context of the underserved Latino/a family. Addresses the economic, educational, and political disparities that influence their access and utilization of health care services. Focuses on the cultural sensitivity requisite to effective inter-cultural communication between healthcare provider and underserved Latino/a families and communities. Strategies for empowerment will be applied to the process of health care provision and community-based interventions to improve the health of Latino/s population.

MSNE 592 Teaching Practicum (3)
Directed learning experiences in nursing education in clinical or academic settings.
NPTC 535 Primary Adult-Gerontology Health Care: Management of Older Adults with Complex Health Problems (6)
Focuses on assessment and management of complex health problems in older adults by the adult/gerontology nurse practitioner. Evaluates the evidence base for screening, differential diagnosis, and management of complex health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Incorporates theoretical perspectives of chronicity including chronic illness trajectories, psychological impact, role adaptations, and lifestyle adjustments required of complex health problems for individuals, families, and caregivers. Analyzes the structure, regulation, and financing of the U.S. health care system and the impact of various settings and support services within that system on older adults and families experiencing complex health problems. Uses technology and information systems to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care and extended care settings provide opportunity for application of these concepts. Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

NPTC 549 Primary Pediatric Health Care: Selected Topics for Primary Care of Children (3-6)
Focuses on assessment and management of selected topics in children from birth through adolescence by the pediatric nurse practitioner in a variety of collaborative primary care settings. Evaluates the evidence base for screening, differential diagnosis, and management of pediatric health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Builds upon a foundation of knowledge of well child care; variations in growth, development, and behavior; and the in-depth management of both common and uncommon complex and chronic pediatric problems. Analyzes the structure, regulation, and financing of the U.S. health care system and the impact of various settings and support services within that system on children and families experiencing chronic health problems. Uses technology and information systems to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course.

NPTC 602 Primary Care I (4-6)
Analyzes principles of health promotion, health maintenance, and risk assessment across the lifespan by the nurse practitioner in primary care. Emphasizes assessment of development and health behaviors among individuals and families in the context of ethnicity, culture, and community. Related classroom, lab, and clinical experiences in selected health care and community settings provide opportunity for application of these concepts. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass the course.
NPTC 604 Primary Care II A (6)
Focuses on assessment and management of common acute health problems with less emphasis on chronic health problems in individuals across the lifespan in primary care settings by the nurse practitioner. Evaluates the evidence for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Technology and information systems are incorporated to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care setting provide opportunity for application of these concepts. Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. (Note: This course is the first part of the primary Care II series.).

NPTC 605 Primary Care II B (6)
Focuses on assessment and management of common chronic health problems with less emphasis on acute health problems in individuals across the lifespan in primary care settings by the nurse practitioner. Evaluates the evidence for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Technology and information systems are incorporated to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care setting provide opportunity for application of these concepts. Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. (Note: This course is the second part of the primary Care II series.).

NPTC 608 Primary Care III A (6-7)
Focuses on assessment and management of common complex and/or unstable acute and chronic health problems in individuals across the lifespan in primary care settings by the nurse practitioner. Evaluates the evidence base for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Uses technology, information systems, and business principles to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass the course. (Note: This course is the first part of the Primary Care III series.)

NPTC 609 Primary Care III B (6-7)
Focuses on assessment and management of common complex and/or unstable acute and chronic health problems and emergencies in individuals across the lifespan in primary care and long-term care settings by the nurse practitioner. Evaluates the evidence base for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Designs an innovative approach to a clinical problem or APRN professional issue using technology, information systems, and business principles. Related classroom, lab, and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass the course. (Note: This course is the second part of the Primary Care III series.).
NPTC 624 Primary Mental Health III: Psychopharmacology (5)
Provides an evidence-based knowledge of pharmacotherapeutics for patients with mental health conditions across the lifespan including special populations. Develops a foundation for decision-making necessary for initiating, monitoring, and modifying pharmacological treatment plans for mental health conditions.

NPTC 627 Primary Mental Health Care I: Biopsychosocial Foundations of Behavior and Psychopathology (4)
Presents a multidisciplinary evidence-based approach to the understanding of normal and abnormal human behavior across the lifespan. Considers genetic, neurobiological, developmental, interpersonal, sociocultural and environmental perspectives of behavior and behavioral change. Provides the fundamental conceptual basis for the APRN-PMH clinical sequence of courses.

NPTC 651 Primary Mental Health Care II: Psychiatric Assessment & Diagnoses (4)
Focuses on the knowledge necessary for the comprehensive assessment and management of common and complex psychiatric conditions across the lifespan. Emphasis is on interviewing, differential diagnosis, psychopathology, case formulation and initial treatment planning of mental health disorders. The course also covers the role of the psychiatric nurse practitioner and interdisciplinary practice. Classroom, seminar, and clinical experiences in selected inpatient and community settings provide opportunities for application of theoretical concepts with individuals across the lifespan. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass the course.

NPTC 653 Primary Mental Health Care IVA: Individual Psychotherapy I (7)
Introduction to the management of individuals with mental health disorders across the lifespan; focusing on selected evidence-based psychotherapy modalities. Building on previous coursework based on the biopsychosocial model, students develop fundamental psychological case conceptualization skills and conduct appropriate treatment interventions for common and complex conditions. Classroom, lab and clinical experiences in selected inpatient and community settings provide opportunities for application of theoretical concepts with individuals across the lifespan. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass the course.

NPTC 655 Primary Mental Health Care IVB: Individual Psychotherapy II (5)
Building on the content and skills acquired in NPTC 653 students explore psychotherapeutic modalities in more depth; expanding their skills in formulating cases with children and adults and their expertise in utilizing selected evidence-based interventions. Classroom, lab and clinical experiences in selected inpatient and community settings provide opportunities for application of theoretical concepts with individuals across the lifespan. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass the course.

NPTC 657 Primary Mental Health Care V: Psychotherapy with Group and Family Systems (5)
Focuses on the theory relevant to systems dynamics including group and family psychotherapy. Emphasis is on preparing students to make comprehensive assessments and determine appropriate interventions when working with individuals in complex systems. Classroom, seminar and clinical experiences in selected inpatient and community settings provide
opportunities for application of theoretical concepts. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass the course.