NURSING

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Doctor of Nursing Practice Program

The University offers a Doctor of Nursing Practice Program (DNP) in two areas of specialization: Doctoral Leadership in Health Care Track and Doctoral Clinical Practice in Health Care Track. The Post-Master’s Doctor of Nursing Practice (DNP) program infuses practice-focused doctoral education with innovation and practical clinical research and scholarship designed to serve academically talented nurse practitioners, clinical nurse specialists, midwives, nurse anesthetists, nurse executives and educators. Graduates of this program are prepared to teach, lead, and engage in practical, clinically focused scholarship and research. The Doctor of Nursing practice degree is a practice doctorate requiring the completion of a practice dissertation focusing on clinical nursing practice. This cohort program is 39 credits and is designed to be completed in a 3 year part-time sequence. The DNP program is licensed and accredited by the Connecticut Department of Higher Education. The DNP Program is accredited by the Commission on Collegiate Nursing Education (CCNE). For information, contact the CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; phone: 202-887-6791; or website: www.aacn.nche.edu.

DNP PROGRAM TRACKS

The Doctoral Leadership in Health Care Track

The Doctoral Leadership in Health Care Track is designed for the graduate who wants a career in nursing management, but who still prefers a nursing doctorate with a connection to clinical practice. Students in this track may take nursing education electives if they aspire to have a career in academia.

Doctoral Clinical Practice in Health Care Track

Doctoral Clinical Practice in Health Care Track is designed for the advanced practice nurse who wants to remain in clinical practice and have influence on health care outcomes at multiple levels.

COURSE DELIVERY METHOD

This unique hybrid/intensive program is specifically designed to maximize the number of potential career roles the doctoral nursing graduate may assume, whether they are in academia, in advanced clinical practice, or in executive healthcare leadership. Classes are taught online and students are required to attend two on-campus residencies per semester.

DOCTOR OF NURSING PRACTICE PROGRAM COMPETENCIES

Practice Based on the Arts and Sciences

• Integrate and synthesize nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.

Practice Using Leadership and Organization Skills in a Variety of Health Care Settings within the Health Care Systems

• Design and evaluate health care delivery systems to support cost effective, quality care outcomes across the care continuum based on the application of organizational and systems leadership.

Practice Based on Evidence

• Create, appraise integrate, translate and evaluate current best evidence to improve practice patterns and health care outcomes
Practice Utilizing Technology and Information
• Design, select, use, and evaluate health care information programs that monitor outcomes of care, care systems, and quality improvement measures

Practice and Policy
• Develop, evaluate, and provide leadership for health care policy that shapes health care reform financing, regulation, and delivery systems.

Practice as a Member of an Interprofessional Team
• Lead interprofessional teams in the analysis of complex practice and organizational issues to create change in health care and complex healthcare delivery systems.

Practice to Prevent Disease and Promote Health
• Analyze and synthesize epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health at local and global levels.
• Demonstrate high levels of skills in health promotion and disease prevention strategies for individuals, populations, and systems to address health care disparities for vulnerable populations.

Practice Based on Professional Standards and Values
• Solve problems that affect health and health care delivery through mentorship and leadership
• Advocate for social justice, equity and ethical policies within all health care arenas
• Practice at the level of educational preparation
• Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

ADMISSION REQUIREMENTS
Admission to the DNP Program is competitive. Students are admitted to the DNP Program upon review and recommendation of the admissions committee based on academic, course prerequisite and professional requirements listed below.

Admission criteria include:
• Master’s degree in the proposed field of study (MSN) or its equivalent from a college accredited by the appropriate accrediting association
• Statement of Professional Goals
• Articulation of a focal area of clinical nursing practice or research interest that can be supported by the Sacred Heart University doctoral nursing faculty
• Minimum graduate GPA of 3.2
• Current U.S. licensure as a Registered Nurse
• Current advanced practice nursing licensure and certification documents
• Letters of recommendation (one clinical and one academic)
• Professional portfolio with graded writing sample
• Group interview
• Undergraduate/Graduate statistics course within the last 5 years

DEGREE REQUIREMENTS
DNP students are required to design an approved plan of study in collaboration with a faculty advisor that must be satisfactorily completed for the degree, with a minimum GPA of 3.0. The plan of study varies depending on the track the student pursues.
Prerequisite Courses
DNP applicants must have successfully completed a basic statistics course at the undergraduate or graduate level within the past 5 years. For students admitted without the prerequisite statistics course a prerequisite 400 level statistics course will be completed by students admitted to the DNP program in the summer of admittance as determined by the program director. This graduate level statistics course is required prior to registering for NU 730. Students that have a Master’s degree in a field other than nursing may be required to take an additional 6 credits of master’s level nursing courses in order to achieve program competencies.

Required Doctor of Nursing Practice Core Courses
All DNP students are required to take the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>NU 700</td>
<td>Theoretical Components of Nursing Science (3 credits)</td>
</tr>
<tr>
<td>NU 710</td>
<td>Health Care Policy, Advocacy, &amp; Ethics (3 credits)</td>
</tr>
<tr>
<td>NU 720</td>
<td>Leading Quality Initiatives and Information Systems (3 credits)</td>
</tr>
<tr>
<td>NU 730</td>
<td>Advanced Biostatistics &amp; Research Design (3 credits)</td>
</tr>
<tr>
<td>NU 740</td>
<td>Epidemiology and Population Health (3 credits)</td>
</tr>
<tr>
<td>NU 750</td>
<td>Clinical Scholarship and Analytical Methods for Evidence-Based Practice (3 credits)</td>
</tr>
<tr>
<td>NU 760</td>
<td>Strategic Leadership and Collaboration in Health Care (3 credits)</td>
</tr>
<tr>
<td>NU 810</td>
<td>DNP Scholarship and Advanced Practice I (6 credits)</td>
</tr>
<tr>
<td>NU 820</td>
<td>DNP Scholarship and Advanced Practice II (6 credits)</td>
</tr>
</tbody>
</table>

Total: 33 credits

DOCTOR OF NURSING PRACTICE DISSERTATION
The practice dissertation focuses on an endeavor consistent with the student’s identified research interests. This scholarly project must be a significant, evidence-based contribution to existing nursing knowledge and be suitable for publication in a peer reviewed journal or a book. The faculty dissertation chair will act as mentor and facilitator of the student’s scholarship. A minimum of 500 clinical practice residency hours will be used to collect and evaluate data on a specific population in a practice setting. Each student will identify a clinical practice mentor who will assist the student with the requirements of the practice dissertation.

THE DOCTORAL LEADERSHIP IN HEALTH CARE TRACK
In addition to the core requirements and practice dissertation students in the DNP program in the Doctoral Clinical Leadership Track are required to complete six credits of elective courses:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>NU 741</td>
<td>Teaching Learning Principles and Curriculum Design in Nursing Education (3 credits)</td>
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<tr>
<td>NU 742</td>
<td>Leadership in Nursing Education (3 credits)</td>
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or

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>NU 616</td>
<td>Leading and Influencing with Integrity (3 credits)</td>
</tr>
<tr>
<td>NU 618</td>
<td>Social and Legal Responsibilities in Business (3 credits)</td>
</tr>
</tbody>
</table>

DOCTORAL CLINICAL PRACTICE IN HEALTH CARE TRACK
In addition to the core requirements and practice dissertation students in the DNP program in the Doctoral Clinical Practice Track are required to complete six credits of elective courses:
NU 770 Advanced Care of Special Populations (3 credits)
NU 780 Leadership in Chronic Disease Management & Aging Populations (3 credits)

Master of Science in Nursing (MSN)
The University offers a Master of Science in Nursing (MSN) in four tracks: Patient Care Services Administration, Family Nurse Practitioner, Clinical Nurse Leader and Nursing Education. Students may choose to study on a full- or part-time basis, however, they must complete their plan of study within six years. The MSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). For information, contact the CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; phone: 202-887-6791; or web site: www.aacn.nche.edu.

TRACKS

Patient Care Services Administration
The Patient Care Services Administration track prepares nurses who hold baccalaureate degrees for positions of administrative responsibility in health care organizations. Graduates of this program are prepared to be professional leaders and creatively advance the practice of nursing and facilitate the delivery of cost-effective care through the application and testing of administrative knowledge and skills. Emphasis is placed on the integration of finance, business management, information management and program evaluation. There is also an accelerated RN to MSN program for registered nurses without a baccalaureate degree.

Family Nurse Practitioner
The Family Nurse Practitioner track is designed to prepare students to successfully pass the American Nurses Association or the American Academy of Nurse Practitioner’s National Certification Examination as a Family Nurse Practitioner. In addition, a 30-hour advanced pharmacology course, allows students to apply for an Advanced Practice Registered Nurse license in the state of Connecticut. Graduates of the program possess the necessary educational and experiential background to provide primary care across the lifespan, and to deliver care in numerous healthcare settings. The School of Nursing offers a Post-Masters Certificate in the Family Nurse Practitioner program. The Post- Masters Certificate program is for applicants holding a graduate degree in nursing.

Clinical Nurse Leader
The Clinical Nurse Leader track prepares nurses who hold baccalaureate degrees for the newly designed and evolving role of Clinical Nurse Leader (CNL). Graduates of this program are prepared to be professional leaders with advanced skills in patient assessment and management along with leadership and health systems skills to promote safe, high quality and cost effective care in any healthcare system. Students will be prepared to pass the American Association of Colleges of Nursing, CNL Certification Examination. The major roles of the CNL are clinical care coordinators, outcome managers, patient advocates, educators, information managers and care team leaders. The Clinical Nurse Leader track may be done in an accelerated RN to MSN program as well.

Nursing Education
The Nursing Education track prepares nurses to assume leadership roles as vibrant faculty members in baccalaureate and associate degree programs, in staff development roles, continuing education and community education programs. The role practicum will develop the student’s knowledge and skills to apply to a teaching role in a focal area of expertise.

PROGRAM FORMATS
Many of the courses in all four tracks in the MSN program are offered online. The
Patient Care Services, Clinical Nurse Leader and Nursing Education tracks can be taken exclusively online, with the exception of the clinical experience or role practicum in each track. Sacred Heart also offers a contracted MSN Onsite Program at selected Hospital/Organization sites, which combines online and onsite classes at these sites. For the Family Nurse Practitioner track, students must come to campus for 4 courses. Campus-based courses may also include online components to foster access to study materials and flexibility for students.

MASTER OF SCIENCE IN NURSING
PROGRAM COMPETENCIES

Practice Based on the Arts and Sciences

• Analyze and integrate scientific evidence across disciplines to influence health care needs for diverse individuals, groups and communities.

Practice Using Leadership and Organization Skills in a Variety of Health Care Settings within the Health Care Systems

• Support safe, high quality, cost effective health care based on the application and evaluation of organizational and systems leadership models.

• Assume a leadership role to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team.

Practice Based on Evidence

• Appraise, integrate, and translate current evidence and clinical guidelines to improve practice and associated health outcomes for patient aggregates.

Practice Utilizing Technology and Information

• Analyze and evaluate clinical information management systems, outcome data and patient care technology to coordinate safe and effective care to optimize patient safety, cost effectiveness and health outcomes.

Practice and Policy

• Advocate for, analyze and integrate knowledge of healthcare policy, finance, and regulatory factors that influence health care delivery and nursing practice

Practice as a Member of an Inter-Professional Team

• Lead inter-professional patient centered health care teams by fostering open communication, mutual respect and shared decision-making.

Practice to Prevent Disease and Promote Health

• Analyze and integrate clinical prevention and population health concepts in the development of culturally relevant clinical prevention interventions and strategies to promote health.

Practice Based on Professional Standards and Values

• Advocate for the characteristics of professionalism including altruism, excellence, human dignity, integrity, social justice, autonomy, and respect.

Practice at the Level of Educational Preparation

• Integrate value based nursing care and skills with knowledge of biopsychosocial, public health and organizational sciences to practice competently.

ADMISSION REQUIREMENTS

Students are admitted to the MSN program upon review and recommendation by the admissions committee based on the academic, course prerequisite and professional requirements listed below.

Admission criteria include:

• BSN degree from an accredited college or BA/BS in related field, with a GPA of 3.0.
• Provisional admission status may be considered for individuals with a GPA of less than 3.0
• Statement of professional goals
• Interview with graduate nursing faculty
• Proof of liability insurance
• Undergraduate statistics course required
• Undergraduate research course recommended
• Undergraduate health assessment course (30 hours or greater; FNP, CNL and Nursing Education tracks only)
• Current Connecticut RN license (or for online students, RN licensure in the state of professional practice) The applicant must submit a completed application, résumé, two letters of recommendation (one from a current supervisor and the other from a professional peer are acceptable), and send official copies of transcripts of all prior nursing and academic work.

DEGREE REQUIREMENTS
MSN students are required to design an approved plan of study in collaboration with a faculty advisor that must be satisfactorily completed for the degree, with a minimum GPA of 3.0. The plan of study varies depending on the track or program the student pursues. The Patient Care Services Administration track requires 36 credits. The Family Nurse Practitioner track requires 42 credits. The Clinical Nurse Leader track requires 36 credits. The Nursing Education track requires 39 credits.

Prerequisite Courses
MSN applicants must have successfully completed an undergraduate statistics course and a nursing research course is recommended. Applicants for the FNP, Nursing Education and CNL tracks must also have successfully completed a basic health assessment course.

Required Graduate Core Courses
All Nursing graduate students are required to take the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>NU 501</td>
<td>Health Care Policy and Ethics for Contemporary Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 530</td>
<td>Theory and Professional Roles for Contemporary Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 601</td>
<td>Principles of Health Care Research for Contemporary Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 602</td>
<td>Evidence-Based Practice for Quality Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 603*</td>
<td>Principles of Health Care Research for Evidence Based Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 9 or 12 credits dependent on track
* For FNP students, only

GRADUATE CAPSTONE
The graduate capstone project is a culminating experience beyond the specified course work and represents the student’s ability to formulate a project and implement it using a combination of conceptual, technical and applied knowledge and skill defined by the MSN program competencies. The capstone is required to demonstrate competence in the scholarship of the students’ selected master’s track, the ability to work independently and to present the results of their investigation effectively. The capstone project is incorporated into course requirements for the last role practicum or role immersion course (NU 670, 671, 680, 681, 631, 690, 691 for the PCS, CNL, FNP, EDU students respectively).

PATIENT CARE SERVICES ADMINISTRATION TRACK
In addition to the core requirements and capstone, students in the MSN program in Patient Care Services Administration are required to complete the following plan of study:
Required Courses

NU 510 Strategic Leadership for Patient Care Services (3 credits)
NU 520 Management of Human Resources (3 credits)
NU 575 Health Care Information Systems (3 credits)
NU 576 Management of Financial Resources (3 credits)
NU 616 Leading and Influencing with Integrity (3 credits)
NU 618 Social/Legal Issues in Business (3 credits)
NU 670 Patient Care Services Administration Practicum (3 credits)
NU 671 Capstone: Patient Care Services (3 credits)

Role Practicum Hours: Minimum of 120
Total: 24 credits

FAMILY NURSE PRACTITIONER TRACK
In addition to the core requirements and capstone, students in the Family Nurse Practitioner program are required to complete the following plan of study:

Required Courses

NU 603 Principles of Health Care Research for Evidence Based Nursing Practice
NU 550 Family and Community Context For Health Care (3 credits)
NU 551 Advanced Pharmacology (3 credits)
NU 552 Advanced Health Assessment (3 credits)
NU 566 Advanced Pathophysiology for Nurse Practitioners (3 credits)
NU 561 Primary Care I: Comprehensive Primary Care of the Adult (6 credits)
NU 621 Primary Care II: Advanced Primary Care of Families in Complex Systems (6 credits)
NU 631 Primary Care III: Advanced Primary Care & Health Promotion of Special Populations (9 credits)

Clinical Hours: Minimum of 500
Total: 33 credits

CLINICAL NURSE LEADER TRACK
In addition to the core requirements and capstone, students in the Clinical Nurse Leader program are required to complete the following plan of study:

Required Courses

NU 550 Family and Community Context for Health Care (3 credits)
NU 553 Advanced Pathophysiology (3 credits)
NU 554 Application of Comprehensive Health Assessment Methods (3 credits)
NU 575 Health Management Information Systems (3 credits)
NU 611 Care Management and Resources Across the Continuum (3 credits)
NU 612 Disease Management and Outcomes Assessment (3 credits)
NU 680 CNL Role Immersion Practicum (3 credits)
NU 681 Capstone: Clinical Nurse Leader (3 credits)

Role Immersion Hours: Total of 400 clinical hours across 6 courses
Total: 24 credits

NURSING EDUCATION TRACK
In addition to the core requirements and capstone, students in the Nursing Education program are required to complete the
following plan of study:

**Required Courses**

NU 553  Advanced Pathophysiology (3 credits)
NU 554  Application of Comprehensive Health Assessment Methods (3 credits)
NU 555  Pharmacology for the Nurse Educator (3 credits)
NU 611  Care Management and Resources Across the Continuum (3 credits)
NU 612  Disease Management and Outcomes Assessment (3 credits)
NU 588  Theoretical Basis of Teaching and Learning in Nursing Education (3 credits)
NU 589  Curriculum Development and Evaluation in Nursing Education (3 credits)
NU 690  Nursing Education Role Practicum (3 credits)
NU 691  Capstone - Nurse Educator (3 credits)

Education Role Practicum Hours: Minimum of 120

Total: 27 credits

**Accelerated RN to MSN Program**

This program is for registered nurses who currently have a diploma or associate degree in Nursing and provides an accelerated path into the Masters in Nursing program. The baccalaureate upper-division Nursing major includes both undergraduate and graduate-level courses to satisfy the requirements for the baccalaureate degree. The basis of the acceleration is the substitution of graduate credits for credits toward the BSN. Students are awarded a BSN after completion of 121 credits at the 300-400 level. Students progress to 500-level courses once a BSN is awarded.

**ADMISSION REQUIREMENTS**

The program is limited to academically talented students who have experience in nursing and demonstrate a commitment to nursing leadership and advanced practice. Students apply through online Admissions directly for the RN to MSN program. The criteria for admission include:

- An undergraduate GPA of 3.0 or above
- One (1) year of nursing experience preferred
- Statement of professional goals
- A copy of RN license in state of practice
- Proof of liability insurance
- Completion of interview with an admissions representative for faculty review
- Prospective applicants must submit a completed application, résumé, and two letters of recommendation
- Recommendation (one from a supervisor and the other from a professional peer are acceptable)
- Official copies of transcripts of all prior nursing and academic work.

**DEGREE REQUIREMENTS**

Students will be advised by a graduate faculty member. Students are required to maintain a GPA of 3.0 while they complete the plan of study listed below. However, many requirements may be completed through challenge exams.

**Prerequisite Courses**

- BI 126/127  Nursing Anatomy and Physiology I (4 credits)
- BI 128/129  Nursing Anatomy and Physiology II (4 credits)
- BI 161/162  Introduction to Microbiology (4 credits)
- Chemistry, Biology or Physics Elective (3 credits)
Academic Writing (3 credits)
9 Credits in Social and Behavioral Sciences: PS 110, SO 110, PS 252, Anthropology, Political Science or Economics
Total: 27 credits

Required Courses
- FLO 125  The Art of Thinking
- HICC 101  Human Journey: Historical Paths to Civilizations (3 credits)
- ENCC 102  Literary Expression of The Human Journey (3 credits)
- CC 103  The Human Community: Individual and Society or The Human Community and Scientific Discovery (3 credits)
- PHCC 104 or RSCC 104  The Human Search for Truth, Justice and the Common Good (3 credits)
- MA 131  Statistics for Decision Making
- PH 101  Introduction to the Problems of Philosophy (3 credits)
- TRS 101  Introduction to the Study of Religion (3 credits)
- TRS 340  Bioethics Religious Approaches (3 credits)
- Humanities: Art, Music, History, Literature, Media Studies, Modern Foreign Language (6 credits)

Two Free Electives
Total: 40 credits

Courses in the Nursing major are generally taken after the majority of general education courses have been completed. NU 401, 430, 431, and 433 must be taken before NU 376 or 387. Students are encouraged to review the University catalog for other policies and requirements related to timing of various course requirements, CLEP availability and timing, and credit for prior learning application procedures.

a) The University Common Core Courses CC 101 and CC 102 must be completed before the nursing research course.
b) Students who have completed and received SHU credit for an Academic Writing Course are exempt from Freshman Seminar.
c) MA 131 must be completed before the nursing research course.
d) The Validation of Prior Learning is awarded upon admission and validation of courses.
e) RN-MSN students take NU 401, 430, 431, 433 at the graduate level.

VALIDATION OF PRIOR LEARNING
Students are awarded 33 nursing credits through the State of Connecticut Nursing Articulation Plan. Students from schools in other states can be awarded 30 credits through endorsement of the nursing coursework. Students will be advised of their status by the Nursing faculty with credits shown as NU 290.

REQUIRED BSN COURSES FOR ACCELERATED DEGREE—ALL TRACKS
- NU 290  Validation of Prior Learning (30-33 credits)
- NU 325  Health Assessment for RNs (3 credits)
- NU 376  Care Management: Individuals and Families (4 credits)
- NU 387  Populations and Global Health Nursing (5 credits)
- NU 401  Health Care Policy and Ethics for Contemporary Nursing Practice (3 credits)
- NU 430  Principles of Health Care Research for Contemporary Nursing Practice (3 credits)
- NU 431  Evidence-Based Practice for Quality Care (3 credits)
- NU 433  Theory and Professional Roles for Contemporary Nursing Practice (3 credits)
Total: 54 credits
Note: 400-level courses indicate graduate courses taken by undergraduates. At the completion of the above requirements, students will be awarded a BSN.

REQUIRED COURSES FOR MSN IN PATIENT CARE SERVICES ADMINISTRATION

NU 510 Strategic Leadership for Patient Care Services (3 credits)
NU 520 Management of Human Resources (3 credits)
NU 575 Health Care Information Systems 3 credits
NU 576 Management of Financial Resources (3 credits)
NU 616 Leading and Influencing with Integrity (3 credits)
NU 618 Social/Legal Issues in Business (3 credits)
NU 670 Patient Care Services Administration Practicum (3 credits)
NU 671 Capstone: Patient Care Services (3 credits)

Total: 30 credits
Final Total: 151 credits

REQUIRED COURSES FOR MSN IN CLINICAL NURSE LEADER

NU 550 Family and Community Context For Health Care (3 credits)
NU 554 Application of Comprehensive Health Assessment Methods (3 credits)
NU 553 Advanced Pathophysiology (3 credits)
NU 575 Health Care Information Systems (3 credits)
NU 611 Care Management and Resources Across the Continuum (3 credits)
NU 612 Disease Management and Outcomes Assessment (3 credits)
NU 680 CNL Role Immersion Practicum (3 credits)
NU 681 Capstone: Clinical Nurse Leader (3 credits)
NU Electives (Nursing, Business, Other) (6 credits)

Total: 30 credits
Final Total: 151 credits

REQUIRED COURSES FOR MSN IN NURSING EDUCATION

NU 553 Advanced Pathophysiology (3 credits)
NU 554 Application of Comprehensive Health Assessment Methods (3 credits)
NU 555 Pharmacology for the Nurse Educator (3 credits)
NU 661 Care Management and Resources Across the Continuum (3 credits)
NU 612 Disease Management and Outcomes Assessment (3 credits)
NU 588 Theoretical Basis of Teaching and Learning in Nursing Education (3 credits)
NU 589 Curriculum Development and Evaluation in Nursing Education (3 credits)
NU 690 Nursing Education Role Practicum (3 credits)
NU 691 Capstone - Nurse Educator (3 credits)
NU Electives (Nursing, Business, Other) (3 credits)

Total: 30 credits Final Total: 151 credits

Post-Master’s Certificate in Family Nurse Practitioner

The Family Nurse Practitioner Post-Master’s Certificate program consists of 33 credit hours of study. It is designed to prepare the student with a master’s degree in Nursing to
become a certified Family Nurse Practitioner. Students in the Post-Master's Certificate program may transfer up to 15 graduate credits from other accredited programs with faculty approval.

ADMISSION REQUIREMENTS

Applicants are required to have an MS in Nursing and have successfully completed a basic health assessment course (30 hours or greater). An interview with the program coordinator is required. A Connecticut RN license and liability insurance are also required. Application materials must include:

• Graduate GPA 3.0 or above
• Completed graduate application including a statement of professional goals
• A résumé
• Two letters of recommendation
• Official transcripts of all prior nursing and academic work

REQUIRED COURSES

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 550</td>
<td>Family and Community Context For Health Care</td>
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</tr>
<tr>
<td>NU 551</td>
<td>Advanced Pharmacology for Nurse Practitioners</td>
<td>3</td>
</tr>
<tr>
<td>NU 552</td>
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<td>NU 621</td>
<td>Primary Care II: Advanced Primary Care of Families in Complex Systems</td>
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</tr>
<tr>
<td>NU 631</td>
<td>Primary Care III: Advanced Primary Care &amp; Health Promotion of Special Populations</td>
<td>9</td>
</tr>
</tbody>
</table>

Total: 33 credits

Course Descriptions

NU 501 (NU 401) Health Care Policy and Ethics for Contemporary Nursing Practice
3 CH

This core course focuses on history, policy, and ethics in nursing and health care. It examines health care policy, including global health considerations, health care financing, quality and safety in health care, and the ethics of health care. Current practices in nursing and health care are viewed from the past and present as a way to contemplate the future. The course builds on a framework of critical thinking, as students explore aspects of the history of nursing and medicine, analysis of current policy development, and implications of the past for present and future actions in nursing and health care.

NU 510 Strategic Leadership for Patient Care Services
3 CH

Course content covers five role competencies for the patient care services administrator including: strategic planning and visioning, meeting customer needs and expectations, marketing services, care delivery systems and managing quality. Students assess and design care delivery services across the health care continuum that meet or exceed patient expectations. The role visioning and strategic planning play in achieving quality organizational and patient outcomes is explored.

NU 520 Management of Human Resources
3 CH

Emphasis is on the role competency of management of human resources. Content focuses on administration of patient care services in a variety of settings and in collaboration with the multidisciplinary team. A model for human resource management provides the framework for the following content: work analysis, staffing, recruitment and selection, staff development, retention,
rewards, and disciplinary action. Select strategies for working with others is covered including conflict management, teams, communication, and managing a diverse workforce. Legal and regulatory requirements is included.

**NU 530 (NU 433) Theory and Professional Roles for Contemporary Nursing Practice**  
3 CH  
This course is one of the graduate core that provides the foundation for advanced practice nursing. The role of the advance practice nurse as a member of the profession will be emphasized. Students will be introduced to theories from nursing, natural, social, biological and organizational sciences to frame their future practice. Further, students consider issues of cultural diversity and competence to assure the delivery of culturally competent care and minimization of health disparities.

**NU 550 Family and Community Context for Health Care**  
3 CH  
This course, the first within the Family, Primary Care, and Community sequence, addresses selected family, primary care, and community theories within the context of advanced practice nursing and clinical leadership roles. The family system is viewed as both unique and dynamic, existing interdependently with the community and the environment and requiring advanced nursing expertise and caring at various times across the life cycle. Particular emphasis is placed on family and community assessment strategies, the impact of culture upon the family and community systems, and the impact of various primary care-oriented health problems on family roles and functions. In addition, relevant concepts and principles of epidemiology are applied to the current and emerging health status of families and communities. Faculty collaborate with students as they apply advanced clinical knowledge to the family system in a community setting. Students function interdependently with other health team members in the care of families and evaluate a plan of care using standards for advanced clinical practice.

**NU 551 Advanced Pharmacology**  
3 CH  
Focus is on the pharmacotherapeutic principles of drugs most commonly used in the primary care setting. Pharmacologic effects and clinical uses of various drug groups and classifications are discussed. Emphasis is placed on rational drug therapy for agent selection, monitoring drug therapies, identification and avoidance of adverse drug reactions and interactions, and extensive patient education and counseling. This course meets the standards for advanced practice nurse certification in Connecticut.

**NU 552 Advanced Health Assessment for the Nurse Practitioner**  
3 CH  
This course prepares the learner to assess in depth the biopsychosocial health status of clients across the life span by obtaining a complete and accurate health history and by performing a thorough physical examination, and use acquired data to formulate a working medical diagnosis. Content is designed to provide correlation of assessment strategies with an understanding of the mechanisms of illness and health problems of the main body systems. Integration of common medical testing is addressed. The course assists in the socialization of the learner into the role of the advanced practice nurse in the current health care delivery system. The laboratory component enables the learner to develop advanced assessment skills.

**NU 553 Advanced Pathophysiology**  
3 CH  
This course further prepares each student to assess in-depth the pathophysiology of common disease states. Clinical pathology content addresses alterations in major body
systems that are commonly found in the primary care settings, as well as common testing used in the diagnostic process. This course assists the student in the role of advanced practice nurse with the preparation to assess clients across the lifespan.

**NU 554 Application of Comprehensive Health Assessment Methods**
3 CH

This course prepares the learner to assess in depth the biopsychosocial health status of clients across the lifespan by obtaining a complete and accurate health history and by performing a systematic physical examination. Acquired data will be used to formulate a comprehensive problem list for the client and refine documentation skills. Content will be designed to provide correlation of assessment strategies with an understanding of the mechanisms of illness and health problems of the main body systems. Health and wellness in the context of disability will be addressed. This course assists in the socialization of the learner into the role of the clinical nurse leader or nurse educator in the current health care delivery system. The laboratory component enables the learner to develop comprehensive assessment skills.

**NU 555 Pharmacology for the Nurse Educator**
3 CH

This course will focus on the pharmacotherapeutic principles of drugs most commonly used across health care settings. Basic pharmacological concepts, including pharmacokinetics, pharmacodynamics, and pharmacotherapeutics, as well as the principal classifications of drugs in clinical use today are discussed in relation to physiologic and psychological concepts. The role of the nurse educator in teaching students safe and effective medication administration is emphasized. A variety of interactive and experiential activities will be utilized to enable the student to apply pharmacological theory to clinical situations and patient education.

**NU 561 Primary Care I: Comprehensive Primary Care of the Adult**
6 credits

Hybrid/Intensive On Campus one day per month/Online one week per month

The first of three clinical courses designed to enable graduate students to learn problem-solving skills and clinical strategies necessary to socialize into the role of the family nurse practitioner. Class content introduces students to a systematic approach to understanding the delivery of primary health care to the well adult. Various principles of illness prevention and health maintenance are introduced, as well as methodologies used to diagnose and treat common primary care problems. Emphasis is on the consultation role component of the nurse practitioner as well as on the direct provision of primary care and health promotion.

**NU 556 Advanced Pathophysiology for the Nurse Practitioner**
3 CH

This course assists FNP students to have a comprehensive understanding of the pathophysiological disease processes mostly commonly seen afflicting patients across the lifespan. Clinical pathology content addresses alterations in major body systems that are commonly found in primary care settings, as well as common testing used in the diagnostic process.

**NU 575 Health Care Information Systems**
3 CH

An introduction to health information systems as tools for decision making and communication in health care. This course builds on prior knowledge of systems theory and utilizes change theory and information processing theory to analyze, manage and evaluate health care information. Emphasis is also on the ability to utilize information systems in the delivery of patient care.
and the exploration of the variety of tools available to assist in the analysis of quality care.

**NU 576 Management of Financial Resources**  
*3 CH*  
An overview of the budgeting process in the health care setting. This course explores the building blocks that are utilized to develop sound financial projections. The course also reviews and explores the health care system and the multiple payers and their impact on the financial picture of health care organizations. Emphasis is on the ability to utilize information systems in the development and ongoing analysis of financial data.

**NU 588 Theoretical Basis of Teaching and Learning in Nursing Education**  
*3 CH*  
This course covers research-based educational theory and evidence-based teaching/learning strategies. The theories will be examined for their application in a variety of settings, level of education, and for the adult learner. It will introduce the impact of diversity and emphasis is placed on who the learner is and how he/she learns. External issues and trends impacting on nursing education will be explored including ethical/legal considerations in course curriculum design and implementation; virtual environments for teaching/learning and external issues and trends impacting on nursing education will be explored.

**NU 589 Curriculum Development and Evaluation in Nursing Education**  
*3 CH*  
This course prepares the student to design and implement curriculum based on evidence-based teaching/learning theory. Focus is on the process of curriculum development for an individual course including course objectives, content, learning activities, delivery of the content and student evaluation. The role of the faculty in program evaluation of the curriculum is explored.

**NU 599 Special Topics in Nursing**  
*3 CH*  
Designated new or occasional courses that may or may not become part of the department’s permanent course offerings. Prerequisites are established by the department as appropriate for the specific course. Course title is shown on the student’s transcript.

**NU 601 (NU 430) Principles of Health Care Research for Contemporary Nursing Practice**  
*3 CH*  
This course studies the field of research and its relationship to problems related to nursing and health care. Each step of the research process is explored in-depth to develop the skills to apply research to practice. Students apply critical analysis to relevant research literature to determine its usefulness and application. Statistical methods and concepts are reviewed and integrated throughout the course to promote an understanding of those concepts within the context of health care research. Emphasis is on understanding the research process through proposal development.

**NU 602 (NU 431) Evidence-Based Practice for Quality Care**  
*3 CH*  
This course builds on the content of Nursing Research Seminar I (NU 601/HA 650) and begins with principles inherent to a sound data collection and analysis, including both philosophical and pragmatic differences between qualitative and quantitative research. Content areas of substance include evidence-based practice, nursing theory in research, statistical analysis from the prospective of application and critique, research utilization, and issues in nursing and health care research from a national perspective. Students critique research articles according to criteria and develop a project related to evidence-based practice.
NU 603 Principles of Health Care Research for Evidence Based Nursing Practice
3 CH
This course studies the field of research and its relationship to problems related to nursing and health care. Each step of the research process is explored in depth to develop the skills to apply research to practice. Students will apply critical analysis to relevant research literature to appraise its usefulness and application. Use of statistical methods and concepts are reviewed and integrated throughout the course to promote understanding. Emphasis is placed on evaluating various types of research evidence for nursing practice. Ethical and legal implications of conducting research are also reviewed.

NU 611 Care Management and Resources Across the Continuum
3 CH
Reviews the basic approaches to care or case management and utilization in their evolution, driving factors, and contemporary roles within a variety of health care settings. The role of practice guidelines and key relationships among nursing roles and interprofessional team members is considered along with the contributions of technology and financial considerations.

NU 612 Disease Management and Outcomes Assessment
3 CH
Introduces the concept of disease management as an evolution of case management and explores the benefits of a comprehensive case and disease management program in selected settings. Health priorities, models of chronic illness and important concepts related to health status (including quality of life and functional status) are discussed. Research on the outcomes of case and disease management is covered along with strategies for identifying and measuring outcomes of care.

NU 616 Leading and Influencing with Integrity
3 CH
Leaders and managers at all levels in organizations must influence others to enable achievement of the organization’s objectives. Leading and influencing with integrity requires understanding of one’s self, other people, the situational and cultural context, as well as both current and future impacts of actions taken. Through course learning experiences students develop individual and organizational strategies to influence others, shape culture, manage change, negotiate, and facilitate employee engagement and performance so organizations can contribute to society in ways that are effective, responsible and sustainable.

NU 618 Social/Legal Issues in Business
3 CH
Sustainable organizational practices require managers to pay attention to the environmental and social impact of organizational strategies and actions. This course focuses on ethical and legal issues for organizations and individual manager’s face in achieving triple bottom line sustainability. Ethical decision making frameworks provide principles for dealing with challenges posed by technology, globalization, and societal changes and for fulfilling personal as well as corporate social responsibility. Legal topics include a survey of human resource law and the implications for practicing managers.

NU 621 Primary Care II: Advanced Primary Care of Families in Complex Systems
6 CH
The second of three clinical courses designed to enable graduate students to learn problem-solving skills and clinical strategies necessary to diagnose and treat common and complex primary care problems found in adult families and their members. Emphasis is on the leadership role component of the nurse practitioner as well as on the direct provision of primary care.
NU 631 Primary Care III: Advanced Primary Care & Health Promotion of Special Populations
9 CH
This final clinical course enables FNP students to learn those diagnostic and management skills necessary to be effective in the role of family nurse practitioner. Class content emphasizes problems commonly found in emerging and aging families. Emphasis is on pediatrics, women’s health, and geriatrics. Implementation and synthesis of the role are addressed through a focus on types of practice settings, reimbursement mechanisms, marketing strategies, employment opportunities and collaborative relationships. Future trends in advanced nursing practice are explored. The application of advanced nursing practice theory into supervised clinical practice is included and emphasized.

NU 660 Nursing Education Role Practicum & Clinical Specialization
6 CH
In this last course in the nursing sequence for the certificate in Nursing Education, students apply and analyze the theories, competencies, and concepts of the two previous courses in a designated role practicum experience using a preceptor. Students are required to spend time with a preceptor in a college, clinical or staff development site. The student will develop objectives to enhance their clinical expertise in an area in which the student intends to teach as a nurse educator. Further, students apply theory to practice in seminar discussion and readings. Current issues and trends in health care and nursing are integrated within each topical area. This role practicum course requires 8 hours per week spent honing skills as a nurse educator.

NU 670 Patient Care Service Administration Practicum
3 CH
NU 671 Capstone: Patient Care Services
3 CH
NU 670 and NU 671 are the last two courses in the nursing sequence for patient care services administration. Building on topics covered in Nursing 510 that were focused on the organization's microsystem (unit/department or service line), Nursing 670 and NU 671 will focus at the larger organization’s macrosystem level. Students will apply and analyze the theories, competencies and concepts of previous courses in a designated role practicum experience using a preceptor. Further, students will examine the application of theories/evidence from scholarly readings and their application to practice through a (private) weekly journal entry with the professor that will be appropriately referenced. They will also be sharing their reflections with other course participants through a weekly (public to the class only) seminar blog using appreciative inquiry to describe a significant learning on the strengths of their clinical site focused on the course objectives. The core role competencies for the patient care service administrator frame the course activities including managing client needs and expectations and marketing, managing human resources, managing financial resources, assessing quality and managing information, visioning and strategic planning, and designing care management systems. Leadership strategies for accomplishing this work are explored. Current issues and trends in health care and patient care services should be covered in course readings and integrated into (the) course assessments/project. In this course, students will design and implement a capstone project that is a culminating experience beyond the required course work. It represents the student’s ability to formulate a project and implement it from start to finish using a combination of conceptual, technical and applied knowledge. The student will also perform an organizational assessment (macrosystem level) in two parts.
NU 680 Clinical Nurse Leader Role Practicum  
3 CH  
This is the first course in the nursing sequence for the clinical nurse leader role practicum providing the opportunity for in-depth analysis of the CNL role within various health care settings and specialties through a guided role immersion practicum experience. Integration of prior coursework related to advanced assessment and pathophysiology, pharmacology, information systems, ethics, research, evidence-based practice and health care systems occurs through clinical role practice, case studies, and student presentations. A team of preceptors provide guidance and support as CNL students identify and enact the role components of the CNL role while analyzing the organizational context for this new role.

681 Capstone Clinical Nurse Leader  
3 CH  
This capstone course is the final in the nursing sequence for the clinical nurse leader role practicum providing the opportunity for in-depth analysis of the CNL role within various health care settings and specialties through a guided role immersion practicum experience. Integration of prior coursework related to advanced assessment and pathophysiology, pharmacology, information systems, ethics, research, evidence-based practice and health care systems occurs through clinical role practice, case studies, and student presentations. A team of preceptors provide guidance and support as CNL students identify and enact the role components of the CNL role while analyzing the organizational context for this new role.

NU 690 Nursing Education Role Practicum  
3 CH  
This is the first course in the nursing sequence for the role immersion experience in nursing education. Students apply and analyze the theories, competencies, and concepts of the two previous courses in a designated role practicum experience using a preceptor. Through this experience the student will develop an evidence based teaching project. Further, the student applies theory to practice in seminar discussion and readings. Current issues and trends in health care and nursing are integrated within each topical area.

NU 691 Capstone: Nurse Educator  
3 CH  
This is the final course in the nursing sequence for the role immersion experience in nursing education. Students apply and analyze the theories, competencies, and concepts of the previous nurse educator courses in a designated role practicum experience using a preceptor. Through this experience the student will develop an evidence based teaching proposal. Further, the student applies theory to practice in seminar discussion and readings. Current issues and trends in health care and nursing are integrated within each topical area.

NU 700 Theoretical Components of Nursing Science  
3 CH  
This course involves the study of knowledge shared among members of the nursing discipline, the patterns of knowing and knowledge development, criteria for evaluating knowledge claims and the philosophy of science. The nature of theory, theory development in nursing, and significant conceptualizations of nursing will be discussed. Through guided search and discussion doctoral students will become knowledgeable about the utilization of middle range theory to guide nursing practice.

NU 710 Health Care Policy, Advocacy & Ethics  
3 CH  
This course will explore the interrelationship between policy, advocacy, and ethics on clinical practice and health care/nursing administration. The nurse’s role in health
care policy and planning will be examined. An overview of issues in health care policy and planning, including the socio-political and economic context of health and health-seeking behaviors will be provided. Health care policy and planning at the local, state, and federal levels will be considered. Recurring issues in clinical practice will be examined for how legislation and regulation impacts care. This course will examine the structure and function of legislative and regulatory organizations, governance, public relations, and global health care issues. Broader social issues common to the care of underserved and vulnerable populations will be examined. Ethical dimensions of public policy formulations and implementation will be highlighted.

NU 720 Leading Quality Initiatives and Information Systems in Health Care
3 CH
The course provides the skills to evaluate and apply the best available technology in solving clinical practice issues. Emphasis will be on the identification of data elements from the information systems in the delivery of patient care. It will also focus on the ability to transform these data elements into useful information which can then be utilized to assist in the analysis of quality care. This information will then be identified to be used as the foundation of evidence-based knowledge and critical appraisal skills in various practice settings. Consideration will be given to the use of electronic medical records including implementation for practice.

NU 730 Advanced Biostatistics & Research Design
3 CH
This course is designed for doctoral students to develop an understanding of advanced biostatistics and research design. Students will learn key concepts forming the basis of inferential statistics. They will also learn about commonly used statistical tests in the nursing and health care literature. Lastly, students will learn about quantitative research designs.

NU 740 Epidemiology and Population Health
3 CH
The primary focus of this course is to equip the student with a foundation in clinical prevention and population health. This course introduces students to the methods used by epidemiologists to assess factors associated with the distribution and determinants of health and disease in populations and to read, interpret, and apply literature using epidemiological and statistical methods. Topics include a discussion of the historical background as well as practical applications of epidemiology, methods for identifying and evaluating sources of health applications of epidemiology, methods for identifying and evaluating sources of health information, calculation of key epidemiologic measures and investigation techniques, and an evaluation of the strengths and weaknesses of different study designs. Current concepts of public health, health promotion, evidence-based recommendations, determinants of health, environmental/occupational health, and cultural diversity and sensitivity are integrated throughout the course. Specifically, this course examines methods for describing disease rates and other vital statistics; cohort, case-control, and cross-sectional studies; odds ratios, relative risks, their confidence intervals and tests of significance; and concepts of confounding, effect modification, and bias. A basic understanding of introductory biostatistics is required for this course. This foundation will enable students to analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical prevention and population health.

NU 741 Teaching Learning Principles and Curriculum Design in Advanced Nursing Education
3 CH
The purpose of this course is to provide students the opportunities examine
research-based educational theory and evidence based teaching/learning strategies to design and implement instruction for diverse learners, and evaluate the quality and effectiveness of instruction. In addition, analysis and synthesis of theories and concepts related to curriculum development and evaluation in education are emphasized. A practicum experience is a required component of the course.

**NU 742 Leadership in Advanced Nursing Education**

3 CH

The purpose of this course is to engage the student in an analysis and synthesis of concepts and theories basic to the nurse educator in a leadership role in academia. Emphasis is on current issues and trends in nursing education, the role of the DNP nurse educator, knowledge necessary for success in a leadership role such as the accreditation process and the relationship between the school/department of nursing and state board of nursing. In addition, relevant topics such leadership theory, policy, legal and ethical issues will be discussed. A practicum experience is a required component of the course.

**NU 750 Clinical Scholarship and Analytical Methods for Evidence-Based Practice**

3 CH

This course will introduce the graduate student to doctoral nursing scholarship. Scholarship involves the translation and synthesis of research findings and their application into clinical or organizational practice – affecting and influencing specific outcomes. Scholarship includes the integration and dissemination of new knowledge. This course will prepare the doctoral student to evaluate the most current and highest levels of evidence. Evidence that is designed to improve clinical or organizational outcomes related to an identified topic of interest, and to translate the evidence into individual practice environments. This course will use analytic methods to critically appraise the evidence from a variety of sources. Based on these analyses the doctoral student will be given the tools to evaluate a randomized control trial, a meta-analysis and a review of clinical practice guidelines. This course will review the dissemination of knowledge and will include discussion on grant application submission. This course will provide the foundation to support the doctor of nursing practice dissertation project.

**NU 760 Strategic Leadership and Collaboration in Health Care Organizations in Health Care**

3 CH

Organizational and systems leadership skills for advanced leadership practice to improve clinical health care systems and promote excellence in care are enhanced. Focus is on transformational leadership, strategic visioning and planning, collaboration with the health care team to make data driven decisions at both the micro and macro systems level. Understanding of how healthcare is financed and the implications for health care organizations is applied. In this course students will identify and build their terminal doctoral projects.

**NU 770 Advanced Care of Special Populations**

3 CH

This clinically focused course is designed for graduate students in the Doctoral Leadership in Clinical Practice Track. Given the complexity of care, growth of information and biomedical technology, an aging and increasingly diverse population, and worsening disparities in care, this course will prepare the student to fill the growing societal need for expert clinicians. This course focuses on the complex management of health care problems experienced by special populations across the lifespan. Emphasis is placed on content specific to the special populations in the areas of critical care, cardiovascular care, infectious disease, oncology care, psychiatric care, and care
of homeless populations. The role of the advanced practice nurse in both inpatient and outpatient settings are explored. Students will focus on the development of both direct patient care and systems support components of the advanced practice role. A major focus is on the development of leadership abilities within health care systems and interdisciplinary teams. Critical appraisal of how advanced practice nurses affect patient care delivery and health care practices at the institutional, local and national level is undertaken. Case examples and clinical experiences are provided that allows students to become increasingly independent in their own clinical practice with respect to critical thinking and problem solving. Emphasis in role development is placed on effecting change and integration of the multiple roles for advanced practice nurses in an interdisciplinary, integrated health system.

NU 780 Leadership in Chronic Disease Management and Aging population
3 CH
This course is designed for graduate students in the Doctoral Leadership in Clinical Practice Track. Doctoral students will synthesize knowledge from physiological, psychological and sociological/cultural perspectives that are important to the aging person and their families. Evidence practice guidelines are used to support clinical management plans and optimal patient outcomes for geriatric clients in both inpatient and primary care settings. Ethical principles will be used guide clinical decision making when complex problems or issues create a dilemma in the delivery of care to elderly populations i.e., elder abuse, reimbursement-driven care, advanced directives. The application of advanced nursing practice theory into supervised clinical practice will be included and emphasized.

NU 810 DNP Scholarship and Advanced Practice I
6 CH
Under the guidance of their DNP practice dissertation advisor and clinical mentor students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will develop the DNP practice dissertation. Seminars will focus on guiding the student through all aspects of project design, implementation and evaluation. Critique and peer review will be a major focus of the seminars. A role transition colloquium will assist the student in preparing for expanded roles and self-reflection. Clinical residency experiences will be individually designed within the context of the focus of the student’s track selection and scholarly interests.

NU 820 DNP Scholarship and Advanced Practice II
6 CH
This course is designed to integrate knowledge of nursing theory, evidence based nursing practice, ethical and legal principles and health care systems into clinical practice. In consultation with their course instructor and DNP faculty advisor, students will continue in a select area of clinical practice and implement advanced clinical decision-making and leadership in the provision of culturally sensitive, patient centered, evidence based care. Clinical residency experiences will be individually designed within the context of the focus of the student’s track selection and scholarly interests. Case presentations from the students’ clinical practicum experience will be used to explicate clinical trends, expert clinical judgment, and individual and population focused interventions. Organizational and leadership strategies that have been employed will be discussed. Seminars will focus on guiding the student
through the final aspects of the practice dissertation project evaluation and dissemination. Scholarly writing, grant proposals and career development strategies will be discussed. Critique and peer review will be major focus of the seminars. Expertise, knowledge and data gained from this course will be used in the development of the final practice dissertation defense.