

## DEPARTMENT OF NURSING

The Sciences & Engineering Center and The Commons  
Department of Nursing (<https://www.wcupa.edu/healthSciences/nursing/>)

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### Mission

The mission of the West Chester University Department of Nursing is to provide the highest quality of undergraduate and graduate nursing education to students who come from diverse populations. All graduates are prepared to provide evidence-based quality nursing care, and to become nursing leaders within the nursing profession. The baccalaureate program provides the art and scientific foundations of entry into nursing practice. The graduate programs provide preparation into advanced nursing practice, leader and education roles; thereby, giving students the ability to synthesize knowledge; strengthen communication; and empowerment to promote health care. The Doctor of Nursing Practice (DNP) program further prepares advanced practice nurses at the highest level to fully evaluate and contribute to increasingly complex health care systems. These contributions are based on contemporary nursing science as well as organizational, political, cultural, and economic principles. Graduates of these nursing programs will be professionals capable of assuming leadership in present and emerging health care roles, citizens who contribute to society and who are committed to life-long learning and personal development.

### Philosophy

The Department of Nursing affirms the WCU Vision, Mission and Values Statements and the College of Health Sciences Mission Statement. It shares the University's commitment to teaching, research, and service to individuals, families, communities, and populations. The following statement reflects the Department of Nursing's philosophical beliefs: The Department of Nursing recognizes that individuals, families, communities, and populations are entitled to optimum health and quality healthcare. Nurses play an integral role in health promotion, disease prevention, and enhancing the quality of life throughout the lifespan. According to the ANA, "nursing is the protection, promotion and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations." Advanced practice nursing roles include expert clinician, educator, researcher, consultant, and leader. The nursing programs at West Chester University recognize the responsibility to provide innovative educational programs that reflect the growing needs and current trends of diverse populations. The faculty of the Department of Nursing provide a caring and supportive environment while respecting the diversity of the student body and communities which it serves. The University community cultivates and supports faculty/student collaboration and mentoring. The students are treated as individuals with unique qualities and learning needs. Through professional actions, the faculty reflects the department's philosophy of excellence in nursing practice, creation of evidence-based research, establishing strong interdisciplinary associations, and fostering supportive relationships with colleagues, students, and the community.

The AACN Essentials documents provide structure for the curriculum content of all programs. The faculty designed all programs to facilitate the students' abilities to creatively respond to a continuously changing health system. Innovative educational experiences are cooperatively planned to meet the needs of both the students and clients, empowering them in the nursing-client partnership. The interpretation, development, and implementation of ethical evidence-based research are stressed throughout the educational process. Ethical decision making, accountability, critical thinking, and effective communication

skills are emphasized. This is achieved by the application of nursing theory and empirical evidence to professional practice. All programs promote lifelong learning and leadership and prepare the student for advance professional degrees or post-doctoral studies.

### Programs of Study

The Department of Nursing offers programs leading to the Doctor of Nursing Practice, the Master of Science in Nursing, and the Master of Science in Nursing with an accelerated B.S.N.

The **Doctor of Nursing Practice (D.N.P.)** is a practice-oriented program of study that provides the terminal academic preparation for advanced nursing practice. Graduates of this program will be qualified to assume leadership roles in a variety of settings: management of quality initiatives, executives in healthcare organizations, directors of clinical programs, and faculty positions responsible for clinical program delivery and clinical teaching. At the end of the D.N.P. program, the graduate will be able to:

1. Utilize collaborative leadership skills on inter- and intra-professional teams to foster effective communication, enrich patient outcomes, and foster change in healthcare delivery systems
2. Integrate evidence-based strategies to ensure safety and quality healthcare for patients, populations, and communities
3. Evaluate information systems, considering ethical and regulatory issues to improve patient care and health-care systems
4. Assess policies, trends, and forces influencing healthcare policy to design, implement, and evaluate the effect on future patient outcomes
5. Analyze the scope of healthcare economics and key information sources as they affect health care for patients and populations
6. Conduct a comprehensive systematic assessment of health and illness parameters incorporating diverse and culturally sensitive approaches

The **Master of Science in Nursing (M.S.N.)** program offers two options: Nursing Education and Adult-Gerontology Clinical Nurse Specialist (AGCNS). Students can complete the either the M.S.N. or D.N.P. curriculum on a full-time or a part-time basis; however, all degree requirements must be met in six years or less. The course format for both programs is primarily online. However, students may have to attend immersive classes on campus; please refer to individual syllabi or faculty regarding scheduling. Both the Nurse Educator and Adult-Gerontology Clinical Nurse Specialist (CNS) require practicum hours completed during the specialty courses at the culmination of the program. The online courses offer synchronous and asynchronous formats to enable working professionals the flexibility to pursue a graduate degree while still maintaining their full-time employment.

The **Master of Science in Nursing [with Accelerated B.S.N.]** is designed for students who already hold a baccalaureate degree and wish to achieve both an M.S.N. and an RN license. Graduates who successfully complete the program are qualified to sit for the National Council Licensure Examination for the Registered Nurse (NCLEX-RN) and finish the M.S.N. requirements. The program is 24 months long and begins in the Spring semester. The program aligns with traditional B.S.N. outcomes, with extra emphasis on graduate studies, and follows the core M.S.N. curriculum. Classes are either online (synchronous or asynchronous) or in person. In-person classes are held on weekdays, with clinicals on either weekdays or weekends.

At the end of the M.S.N. program, the graduate will be able to:

1. Synthesize philosophy, theory, content, and methods of nursing science as a basis for advanced nursing practice
2. Demonstrate advanced clinical skills in society including culturally diverse and/or medically under-served individuals and aggregates
3. Assume beginning roles in education or administration

4. Design healthcare strategies in which nurses contribute to the health promotion and disease prevention of individuals and aggregates
5. Evaluate healthcare issues, trends, and policies
6. Pursue and evaluate professional development as a continuing professional learner
7. Collaborate with interdisciplinary groups in the community for the purpose of healthcare planning
8. Acquire a foundation for doctoral study in nursing
9. Assume the role of advocate in healthcare settings to promote accessibility of health-care services and to enhance quality of care
10. Demonstrate a philosophy of nursing that reflects commitment to social justice and the advancement of nursing science
11. Participate in scientific inquiry directed to the healthcare needs of populations as well as individuals and families

## Programs

### Doctoral Program

- Doctor of Nursing Practice (D.N.P.) (<https://catalog.wcupa.edu/graduate/health-sciences/nursing/doctor-nursing-practice-dnp/>)

### Master's Programs

- Master of Science in Nursing (M.S.N.) [with Accelerated B.S.N.] (<https://catalog.wcupa.edu/graduate/health-sciences/nursing/nursing-msn-accelerated-bsn/>)
- Master of Science in Nursing (M.S.N.) - Adult-Gerontology Clinical Nurse Specialist (CNS) Track (<https://catalog.wcupa.edu/graduate/health-sciences/nursing/nursing-msn-adult-gerontology-cns-track/>)
- Master of Science in Nursing (M.S.N.) - Clinical Nurse Leader Track (<https://catalog.wcupa.edu/graduate/health-sciences/nursing/nursing-msn-clinical-nurse-leader-track/>) **(no longer accepting new students)**
  - Advance to Master of Science in Nursing (M.S.N.) - Clinical Nurse Leader Track (<https://catalog.wcupa.edu/graduate/health-sciences/nursing/advance-to-nursing-msn-clinical-nurse-leader-track/>)
- Master of Science in Nursing (M.S.N.) - Nursing-Education Track (<https://catalog.wcupa.edu/graduate/health-sciences/nursing/nursing-msn-nursing-education-track/>)

### Certification

- School Nurse (<https://catalog.wcupa.edu/graduate/health-sciences/nursing/school-nurse-certification/>)
- School Nurse - Level II (<https://catalog.wcupa.edu/graduate/health-sciences/nursing/school-nurse-certification-level-2/>)

## Admissions

All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (<https://catalog.wcupa.edu/general-information/admissions-enrollment/graduate-admissions/>). When applicable, additional requirements for admission into specific department program(s) may be listed below.

### Admission Requirements for the Doctor of Nursing Practice

In addition to meeting the general requirements for admission to a graduate program at West Chester University, applicants must have an earned master's degree in nursing in an advanced nursing practice specialty from a nationally accredited program. Advanced practice is defined as direct-care specialization (e.g., nurse practitioner, clinical nurse specialist, nurse anesthetist, nurse midwife) or indirect care specialization (nursing administration, nursing informatics). The

curriculum recognizes attainment of the advanced-practice specialty master's degree.

Advanced practice nurses must be certified by a nationally recognized certifying agency (e.g. ANCC or AANP).

Applicants must have a GPA of at least 3.0 on a 4.0 scale and be a licensed registered nurse in their state. Prerequisite courses would include a graduate research course and a statistics course at the graduate or undergraduate level.

Applicants must submit two letters of reference addressing the student's academic ability and professional competence, as well as complete a telephone or in-person interview with the program coordinator.

### Admission Requirements for the Master of Science in Nursing

The minimum admission standards for the Department of Nursing are a B.S.N. degree from a National League for Nursing Accrediting Commission (NLNAC) or a Commission on Collegiate Nursing Education (CCNE) accredited program; an undergraduate GPA of at least 2.8; a course in statistics; a course in physical assessment; current licensure as a registered nurse (Pennsylvania licensure required prior to the clinical practicum); and two letters of recommendation from individuals familiar with the applicant's academic and/or professional qualifications. RN applicants with a bachelor's degree in another discipline may apply for the M.S.N. and will be evaluated on an individual basis.

### Admission Requirements for the Master of Science in Nursing (with Accelerated B.S.N.)

All applicants to the Master of Nursing (with Accelerated B.S.N.) must meet the following requirements for admission:

1. Bachelor's degree from an accredited college or university.
2. Cumulative undergraduate GPA of 2.8 or better and a science GPA of 2.75.
3. Completion of Anatomy & Physiology I & II within the past five years with a minimum of a GPA of 3.0.
4. Verification of completed prerequisite courses listed below. All prerequisite courses must be completed by the start of the program.
  - a. Anatomy and Physiology I with lab (4 credits)
  - b. Anatomy and Physiology II with lab (4 credits)
  - c. General Chemistry for Health Sciences with Lab (4 credits)
  - d. Introductory Microbiology with Lab (4 credits)
  - e. Introduction to Psychology (3 credits)
  - f. Human Development or Developmental Psychology Across the Lifespan (3 credits)
  - g. Introductory Principles of Nutrition (3 credits)
  - h. Introductory Statistics (3 credits)
  - i. Pathophysiology (3 credits)
  - j. Pharmacology (3 credits)
5. Completion of the ATI Test of Essential Academic Skills (TEAS) with a score of 75 or higher. The TEAS test must have been taken within two years of applying for the program.

A complete application must include the following:

1. Online application
2. Official academic transcript(s) from all colleges and universities attended
3. Two letters of recommendation
4. Personal statement
5. Official ATI Test of Essential Academic Skills (TEAS) exam score

## Policies

All graduate students are held to the academic policies and procedures (<https://catalog.wcupa.edu/graduate/academic-policies-procedures/>) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department programs may be listed below.

### Doctor of Nursing Practice Program Practice Hour Policy

The Doctor of Nursing Practice (DNP) program requires 500 hours of documented clinical practice before admission. Students admitted to the program lacking the mandatory 500 practice hours must take NSG 698 during their first year in the program. DNP students are also required to complete an additional 500 hours of clinical practice during the DNP program.

### Special Requirements for the M.S.N. and D.N.P. Programs

**Insurance.** Students are required to carry liability insurance coverage in the amount of \$1,000,000/\$3,000,000 when enrolled in nursing courses having a clinical component.

**CPR Certification.** Students enrolled in nursing courses having a clinical component are required to be currently certified by the American Red Cross, American Heart Association, or other acceptable resource in life support (two-person) cardiopulmonary resuscitation. The CPR course must include resuscitation of infants and children.

**Health Requirements.** Students enrolled in nursing courses having a clinical component must provide the Department of Nursing with evidence of a current (within one year) health assessment performed by a physician or certified nurse practitioner. Documentation of immunity to rubella, rubeola, measles, mumps, poliomyelitis, tetanus, diphtheria, hepatitis B, varicella, and TB testing is required.

**Prerequisite Practice Hours.** Students admitted to the DNP program lacking the mandatory 500 practice hours in their masters degree are required to take NSG 698 during their first year in the program.

**Substance-Abuse Policy.** Students are expected to perform unimpaired. Students must comply with substance abuse testing policies of the agencies that they are affiliated with for practicum or Capstone courses. Students should have a negative substance abuse result.

**TB Testing.** In order to comply with agency requirements, a 2 step tuberculin skin test will be required for all students prior to practicum or Capstone courses. Additional testing may be required for students testing positive for TB exposure to verify that the student does not have active TB.

**Background Check.** Students will be required to complete a background check prior to practicum or Capstone courses as a requirement imposed by clinical agency.

### Field Placements for the Certified School Nurse Program

All students engaged in clinical practicum for the certified school nurse program are expected to adhere to the scope of nursing practice as defined by the PA State Board of Nursing licensing requirements of the Registered Nurse.

*Practice of professional nursing—*

(i) *Diagnosing and treating human responses to actual or potential health problems through such services as case findings, health teaching, health counseling, provision of care supportive to or restorative of life and well-being, and executing medical regimens as prescribed by a licensed physician or dentist.*

(ii) *The term does not include acts of medical diagnosis or prescription of medical therapeutic or corrective measures, except as may be authorized by rules and regulations jointly promulgated by the State Board of Medicine and the Board, which rules and regulations will be implemented by the Board.*

**\*\*Direct quote\*\*** Pennsylvania State Code:

#### Source

The provisions of this § 21.1 amended October 22, 1976, effective October 23, 1976, 6 Pa.B. 2677; amended September 16, 1983, effective September 17, 1983, 13 Pa.B. 2829; amended September 8, 2000, effective September 9, 2000, 30 Pa.B. 4730; amended May 19, 2006, effective May 20, 2006, 36 Pa.B. 2402; amended July 11, 2008, effective July 12, 2008, 38 Pa.B. 3796, 3806; amended April 24, 2009, effective April 25, 2009, 39 Pa.B. 2103. Immediately preceding text appears at serial pages (335510) to (335513).

### Degree Progression Policy for the Master of Science in Nursing (with Accelerated B.S.N.)

Master of Science in Nursing (with Accelerated B.S.N.) students may not progress to new semester coursework if all previous semester coursework is not successfully completed with the minimum passing grade. For NSG 381, NSL 381, NSG 383, NSL 383, NSG 385, and NSL 385 in this graduate program, students must achieve a C or better. Students will take the NSG and NSL portions of the courses together (e.g., NSG 381 and NSL 381) and must pass both courses with a minimum of C to progress. For all graduate 500-level nursing courses, students must achieve a B or better. Students must maintain a cumulative GPA of 3.0 in the program. If a student does not achieve the minimum grades and required 3.0 cumulative GPA as outlined above, they will be dismissed from the program. Due to space limitations, students will need to apply for readmission to the program and be admitted only if a space is available with the next cohort.

## Faculty

### Professors

Deborah Ann Mandel (dmandel@wcupa.edu) (2012)  
B.S.N., Kean University; M.S.N., University of Pennsylvania; Ph.D., Rutgers University

Julie McCulloh Nair (jnair@wcupa.edu) (2013)  
A.A., Community College of Baltimore County; B.S., M.S.N., West Chester University; Ph.D., Medical University of South Carolina

Carolyn Meehan (cmeehan@wcupa.edu) (2013)  
B.S.N., Bloomsburg University; M.S.N., C.R.N.P., University of Pennsylvania; Ph.D., Widener University

Megan Ann Mraz (mmraz@wcupa.edu) (2008)  
Graduate Coordinator, Nursing  
Assistant Chairperson, Nursing  
B.S.N., M.S.N., West Chester University; Ph.D., Duquesne University

Cheryl Schlamb (cschlamb@wcupa.edu) (2006)  
B.S.N., University of Pittsburgh; M.S.N., University of Pennsylvania;  
D.N.P., CRNP, Case Western Reserve University

Christine Thomas (cthomas@wcupa.edu) (1999)  
B.S.N., Allentown College of St. Francis; M.S.N., Indiana University of Pennsylvania; D.N.S., Ph.D., Widener University

### Associate Professors

Nancy Barker (nbarker@wcupa.edu) (2016)  
Chairperson, Nursing  
B.S.N., Widener University; M.S.N., Drexel University; Ed.D., Immaculata University

Michelle K Kaulback (mkaulback@wcupa.edu) (2017)  
R.N., Northeastern Hospital School of Nursing; B.S.N., Temple University; M.S.N., F.N.P.-B.C., Thomas Jefferson University; Ed.D., Immaculata University

Michelle Kensey (mkensey@wcupa.edu) (2016)  
B.S.N., Marquette University; M.S.N., University of Pennsylvania;  
D.N.P., West Chester University

Nina Pulliam (npulliam@wcupa.edu) (2016)  
B.A.N., M.S.N., West Chester University; Ph.D., Northcentral  
University

Lauren E Stoltzfus (lstoltzfus@wcupa.edu) (2019)  
B.S., M.S.N., Immaculata University; D.N.P., West Chester University

John T. Taylor (jtaylor3@wcupa.edu) (2014)  
B.S.N., West Virginia University; M.S.N., D.N.P., Chatham University

Christina M. Voncolln-Appling (cvoncolln-appling@wcupa.edu) (2019)  
B.A., Neumann University; M.S.N., Widener University; Ph.D.,  
University of Phoenix

Veronica Wilbur (vwilbur@wcupa.edu) (2016)  
B.S.N., University of Delaware; M.S.N., Ph.D., Widener University

Danielle Yocom (dyocom@wcupa.edu) (2018)  
B.S.N., M.S.N., Millersville University; D.N.P., Regis University

## Assistant Professors

Marguerite Ambrose (mambrose@wcupa.edu) (2020)  
B.S.N., M.S.N., LaSalle University; Ph.D., Widener University

Daniel P. Bileth (dbileth@wcupa.edu) (2021)  
B.S.N., Florida State University; M.S.N., University of Pennsylvania;  
D.N.P., West Chester University

Beth A. Brady (bbrady@wcupa.edu) (2021)  
B.S.N., M.S.N., Indiana University of Pennsylvania

Jean Herb (jherb2@wcupa.edu) (2024)  
BSN, MSN, West Chester University

Julie Kurkowski (jkurkowski@wcupa.edu) (2024)  
BSN, MSN, PhD, Villanova University

Jacquelyn M. Owens (jowens@wcupa.edu) (2014)  
Graduate Coordinator, Nursing  
B.S., University of Delaware; M.S., Syracuse University; D.N.P.,  
Thomas Jefferson University

Eunice Park-Clinton (epark2@wcupa.edu) (2022)  
B.S., Villanova; M.S., University of Pennsylvania; D.N.P., Johns  
Hopkins School of Nursing

Kasey L. Trill (ktrill@wcupa.edu) (2023)

Adrienne L. Wharry (awharry@wcupa.edu) (2020)  
B.S., M.S.N., Wilmington University

## Courses

### NSG

#### NSG 502. Perspectives of School Nursing. 4 Credits.

This course examines the structure of the educational organization issues that specifically affect the certified school nurse and impact the student in the learning environment. Emphasis will be placed on the school nurse's responsibility to enhance the student's ability to learn in relation to promotion, restoration, and maintenance of health.

NSG 502 Prerequisite: Successful completion of NSG 533, with a minimum grade of C-.  
Distance education offering may be available.

#### NSG 512. Legal Mandates of School Nursing. 3 Credits.

This course examines the structure of the educational organization and legal issues that specifically affect the certified school nurse and impact the student in the learning environment. Emphasis will be placed on the school nurse's responsibility to enhance the student's ability to learn in relation to promotion, restoration and maintenance of health.  
Distance education offering may be available.

#### NSG 517. Selected Topics In Nursing. 1-6 Credits.

An in-depth study of selected, current topics relevant to the development of nursing majors. This course will emphasize the critical analysis of current topics that impact on professional nursing. Each student will develop a commitment to reading and critiquing nursing research in professional journals as part of the teaching-learning process.  
Repeatable for credit.

#### NSG 530. Nursing Theories & Issues. 3 Credits.

Exploration of a variety of theories and current issues that affect nursing practice, education, and administration.  
Distance education offering may be available.

#### NSG 531. Healthcare Policy, Leadership & Organization. 3 Credits.

This course will introduce students to the concepts of health policy, leadership foundations and skills, quality and safety in healthcare and healthcare informatics. The course will prepare the nurse for nursing roles outside of direct patient care.  
Distance education offering may be available.

#### NSG 532. Pathophysiology for Advanced Practice Nursing. 3 Credits.

This course is designed to explore pathophysiologic concepts beginning at the cellular level and proceeding through major body systems. Emphasis will be placed on pathophysiologic changes across the lifespan. This course analyzes the signs and symptoms of various diseases enabling the student and advanced practice nurse to identify the mechanisms of disease and the clinical manifestations of those diseases so that rational therapies and interventions can be designed and implemented based on the pathophysiologic changes. Appropriate screening and diagnostic laboratory evaluative methods will also be included.  
Distance education offering may be available.

#### NSG 533. Physical Assessment for APNs. 4 Credits.

This course combines comprehensive theoretical and laboratory experience to enable the nurse in advanced practice to complete a holistic health assessment of the client. Opportunity is provided to enhance the participant's ability to collect relevant data via use of appropriate interviewing methods, developmental and physical assessment techniques, critical thinking, and psychomotor skills.  
Distance education offering may be available.

#### NSG 534. Pharmacology for APN. 3 Credits.

This course will build upon the pharmacologic knowledge acquired at the baccalaureate level. This course will introduce the advanced practice nurse to pharmacologic concepts utilized in advanced practice roles. Clinical decision making is applied as students explore pharmacologic aspects of disease management. Communication is encouraged and required through in-class discussion and written assignments.  
Distance education offering may be available.

#### NSG 535. Population-based Health Promotion. 3 Credits.

An overview of the epidemiological model of disease causation. Various epidemiological study designs and their applications will be presented.  
Distance education offering may be available.

#### NSG 536. Evidence-Based Practice Research. 3 Credits.

This course is designed to support nurse leaders in implementing and sustaining evidence-based practice within their organizations. Beginning with an introduction to formulating clinical questions, course participants will systematically review and synthesize scientific evidence; perform appraisals of evidence-based practice guidelines; design comprehensive plans for integrating evidence-based clinical practice changes specific to their practice setting; produce drafts of potentially publishable articles related to evidence-based practice; become familiar with grant proposals; and become more knowledgeable about the ethical implications related to evidence-based practice.  
Distance education offering may be available.

#### NSG 537. Bioethical Decision Making in Health Care. 3 Credits.

This is a core course in the Master of Science Nursing Program. Students will examine ethical principles, theories and concepts affecting clinical practice. Using these principles, students will focus on the identification, articulation and planned action for ethical concerns of the patient, family, healthcare provider, system, community and public policy levels.  
Distance education offering may be available.

**NSG 541. History & Philosophy of Higher Education & Nsg Education. 3 Credits.**

This course is designed as an introduction to nursing education. The course examines historical and current philosophies of education which impact nursing education. The history of nursing education is examined and discussed in relation to current and future trends in nursing education. Philosophical similarities and differences between higher education and nursing education models are examined from a historical perspective with emphasis on the present and future state of nursing education. External and internal factors and issues influencing nursing education are discussed.

Distance education offering may be available.

**NSG 542. Curriculum Development & Design in Nursing Education. 3 Credits.**

This course is designed to examine the theory and practice of curriculum development as a group process, synthesizing basic principles of curriculum in nursing education.

Distance education offering may be available.

**NSG 543. Measurement & Evaluation in Nursing Education. 3 Credits.**

This course will focus on the application of principles of measurement and evaluation within nursing education. Practical experiences will include the construction and evaluation of classroom tests and clinical assessment instruments, as well as interpretation of standardized tests used within nursing education. Current trends and issues related to evaluation will be discussed.

Distance education offering may be available.

**NSG 544. Teaching Strategies for Classroom & Clinical Settings. 3 Credits.**

The course explores the various teaching strategies used in nursing classroom and clinical settings for students with diverse needs. The course is designed to prepare students to facilitate learning in these settings. It will provide the student with the opportunity to synthesize and integrate educational theories, research and curriculum planning and evaluation into the role of nurse educator. The course will facilitate the student's examination of the teaching-learning process and skills in professional nursing. The use of information technologies to support the teaching-learning process will also be explored.

NSG 544 Prerequisite: Successful completion of NSG 530, NSG 531, NSG 532, NSG 533, NSG 534, NSG 535, NSG 536, NSG 537, and NSG 541, with minimum grades of C-.

Distance education offering may be available.

**NSG 545. Nursing Education Teaching Practicum. 3 Credits.**

Examination of the teaching-learning process and skills in professional nursing, with emphasis on baccalaureate or in-service education. Includes both classroom and clinical practicum teaching experience, as well as seminars with other students enrolled. Focus is community health nursing throughout.

NSG 545 Prerequisite: Successful completion of NSG 530, NSG 531, NSG 532, NSG 533, NSG 534, NSG 543, and NSG 544, with minimum grades of C-.

**NSG 551. Clinical Nurse Specialist Practicum I. 3 Credits.**

This course is the practicum component for NSG 554. Students use theories to plan, manage, and evaluate direct care services provided to adults and families in acute care and long-term care institutional settings. Clinical experience focuses on case management, including advanced assessment, diagnosis, planning, and evaluation for managing this population's acute and complex chronic comorbidities. Opportunities for multidisciplinary and collaborative practice are provided. Students are placed with a CNS or APRN preceptor in a clinical agency. (Clinical practicum 168 hours)

NSG 551 Prerequisite: Successful completion of NSG 530, NSG 531, NSG 532, NSG 533, NSG 534, NSG 535, NSG 536, and NSG 537, with minimum grades of C-. Corequisite: NSG 554.

Distance education offering may be available.

**NSG 552. Management of Adults with Acute & Chronic Illness. 3 Credits.**

This course provides an opportunity to integrate theory and practice which prepares students for advanced nursing practice as adult/gerontology clinical nurse specialist (CNS). Students use theories from nursing and other sciences to plan, manage and evaluate direct care services provided to adults and families in institutional and community settings. Clinical experience focuses on case management, including advanced assessment, diagnosis, planning, and evaluation as it relates to the management of acute and chronic comorbidities in this population. Opportunities for interprofessional experience and collaborative practice are provided. Students participate in faculty led seminars discussing current topics related to the clinical focus areas with emphasis on clinical decision-making skills. Advance Practice Registered Nurses (APRN) mentor students in a clinical practice setting.

NSG 552 Prerequisite: Successful completion of NSG 530, NSG 531, NSG 532, NSG 533, and NSG 534, with minimum grades of C-.

**NSG 553. Management of Adults with Complex Acute & Chronic Illness. 3 Credits.**

This course provides an opportunity to integrate theory and practice which prepares students for advanced nursing practice as an adult/gerontological clinical nurse specialist (CNS).

Students use theories from nursing and other sciences to plan, manage and evaluate direct care services provided to adults and families in acute care and long term care institutional settings. Clinical experience focuses on case management, including advanced assessment, diagnosis, planning, and evaluation as it relates to the management of acute and complex chronic comorbidities in this population. Opportunities for multidisciplinary and collaborative practice are provided. Students participate in faculty led seminars related to the clinical focus areas with emphasis on clinical decision-making skills. Advance Practice Registered Nurses (APRN) mentor students in a clinical practice setting.

NSG 553 Prerequisite: Successful completion of NSG 530, NSG 531, NSG 532, NSG 533, and NSG 534, with minimum grades of C-.

**NSG 554. Advanced Practice Registered Nurse Scientific Foundations of Care I. 3 Credits.**

This course will explore scientific foundations of health promotion, disease prevention, and disease management in populations of adults and older adults. The APRN role and competencies will be addressed with focus on transitions of care and the impact of health and illness on individuals and groups of young adults to older adults, families and communities. Clinical practice guidelines will be applied and evaluated using principles of evidence-based practice. Interprofessional collaboration and selected models of care will be applied to APRN treatment plans.

NSG 554 Prerequisite: If in the APRN track, successful completion of NSG 530, NSG 531, NSG 532, NSG 533, NSG 534, NSG 535, and NSG 536, with minimum grades of C-. Corequisite: If in the APRN track, NSG 551.

Distance education offering may be available.

**NSG 555. APN Adult Health/Gero Differential Diagnosis. 3 Credits.**

This course provides didactic content to prepare the CNS to provide primary and/or acute care to older adults. From a case study approach students will examine advanced nursing management of health, illness, and disease states in older adults as compared to younger adults. Content addresses differential diagnosis and management of common health problems, including appropriate physical assessment, diagnostic procedures, laboratory tests, and follow-up care for patients with both acute and chronic conditions. Students use evidence-based care and clinical guidelines to provide safe, holistic and cost effective care to the adult and geriatric patient in variety of healthcare settings.

Distance education offering may be available.

**NSG 556. APN Adult Health/Gero Health Illness Transitions. 3 Credits.**

This course introduces Transitions Theory as the underpinning for the constantly shifting healthcare needs of individuals across the age continuum (from late adolescence to older age) and in a variety of settings. After a brief introduction, learning will occur through application of this theory to a variety of developmental, situational and health-illness transitions.

Distance education offering may be available.

**NSG 561. Immersion as a Clinical Nurse Leader I. 3 Credits.**

In today's rapidly changing healthcare landscape, this course is focused on preparing advanced clinical nurses to assume a leadership role is critical to improving the quality of patient care.

This course is the first of a series of three courses which provides instruction on how CNLs utilize the competencies necessary to lead improvement teams, analyze data, and ensure delivery of quality, safety, and value-based care in any healthcare setting.

NSG 561 Prerequisite: Successful completion of NSG 530, NSG 531, NSG 532, NSG 533, NSG 534, NSG 535, NSG 536, and NSG 537 with minimum grades of C-; conferred bachelor of science degree.

Distance education offering may be available.

**NSG 562. Immersion as a Clinical Nurse Leader II. 3 Credits.**

This course is focused on preparing advanced clinical nurses to assume a leadership role is critical to improving the quality of patient care. This course is the second of a series of three courses which provides instruction on how CNLs utilize the competencies necessary to lead improvement teams, analyze data, and ensure delivery of quality, safety, and value-based care in any healthcare setting.

In this course, students in combination with weekly class will begin their CNL Immersion on a specialty unit with an assigned preceptor. Students in conjunction with the preceptor under the supervision of their faculty member will identify an appropriate CNL project. Students will develop a proposal for their CNL project to faculty/peers/preceptor.

NSG 562 Prerequisite: Successful completion of NSG 530, NSG 531, NSG 532, NSG 533, NSG 534, NSG 535, NSG 536, NSG 537, and NSG 561, with minimum grades of B; conferred bachelor of science degree.

Distance education offering may be available.

**NSG 563. Immersion as a Clinical Nurse Leader III. 3 Credits.**

This course is the third of a series of three courses which provides instruction on how CNLs utilize the competencies necessary to lead improvement teams, analyze data, and ensure delivery of quality, safety, and value-based care in any healthcare setting. This course emphasizes that the CNL is a provider and manager of care at the point of care to individuals and cohorts of patients anywhere healthcare is delivered. Key concepts include clinical leadership; care outcomes; synthesis of data/evidence to provide improved outcomes; risk anticipation for individuals or cohorts of patients; design of EBPs; team leadership with interprofessional teams; integration and use of information systems and technologies to improve outcomes; stewardship of human/environmental/materials and advocacy for patients, communities and the health professional team. Students will immerse in their role as a CNL and execute a CNL project in their assigned area. Students will document their work in a CNL project paper and present their findings at the end of this course. CNL students will prepare for the CNL certification examination by completion of CNL modules.

NSG 563 Prerequisite: Successful completion of NSG 530, NSG 531, NSG 532, NSG 533, NSG 534, NSG 535, NSG 536, NSG 537, NSG 561, and NSG 562, with minimum grades of B; conferred bachelor of science degree.

Distance education offering may be available.

**NSG 698. DNP Practicum Transition Course. 3 Credits.**

This course is designed for pre-DNP students who did not complete 500 practice hours in their Master's degree and need to complete practice hours prior to their DNP program. The student will complete 250 practice hours under the supervision of a preceptor during this 3 credit course. This is a 250 clinical hour practicum course.

NSG 698 Prerequisite: A completed masters degree.

Distance education offering may be available.

Repeatable for credit.

**NSG 701. Transition to Doctoral Study. 1 Credit.**

This course is designed for those either in clinical practice or in areas that support those in practice environments, including administration, informatics, organizational leadership/management, and policy. This course exposes the student to the leadership roles expected of DNP practitioners. The importance of evidence-based practice, clinical inquiry, scholarship, and ethics within nursing and related disciplines will be explored. The importance of interprofessional collaboration to promote quality improvement and safe patient outcomes will be investigated. This initial course provides an overview of the DNP program and the university resources available to students. An introductory dialogue about the DNP Quality Improvement Project will be presented.

Distance education offering may be available.

**NSG 702. Leadership for Advanced Nursing Practice. 3 Credits.**

Students examine the role of the Doctor of Nursing Practice (DNP) nurse as it relates to leadership. Theoretical leadership concepts and models are reviewed in relation to personal and professional values. Emphasis is on working with multiple disciplines and on leading multiple and diverse constituencies. Topics include innovation, communication, conflict resolution, resource management, change leadership, strategic planning, and healthcare transformation.

Distance education offering may be available.

**NSG 703. Healthcare Policy and Advocacy. 3 Credits.**

Students explore the roles and accountability of healthcare providers in responding to the health and social needs of the public and shaping health policy. The course introduces students to the concepts and tools of health policy development and the skills necessary to be an effective health policy analyst and advocate.

Distance education offering may be available.

**NSG 704. Analytical Methods for Evidence Based Practice in Healthcare I. 3 Credits.**

This course will help the learner to examine a defined clinical practice question, apply foundational tools for searching and appraising related evidence, and subsequently design an Evidence-Based Practice (EBP) Implementation Project.

Distance education offering may be available.

**NSG 705. Analytical Methods of Evidence Based Practice II. 3 Credits.**

Students design and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable and patient-centered care. Quantitative and qualitative data collection and analysis is covered. Emphasis is placed on applying relevant findings to affect practice guidelines and improve quality in practice and the practice environment.

NSG 705 Prerequisite: Successful completion of NSG 704, with a minimum grade of C-.

Distance education offering may be available.

**NSG 706. Nursing Ethics in Clinical Practice & Leadership. 3 Credits.**

Students examine ethical principles and legal precedents affecting clinical practice and health care policy. Strategies to assist in the resolution of current ethical issues within a student's particular practice or research area are developed through the application of select theories and concepts. Ethical issues are addressed through a case-based approach.

Distance education offering may be available.

**NSG 707. Healthcare Economics for the Advanced Practitioner. 3 Credits.**

Students describe the scope of healthcare economics and key information sources as they affect the advanced practitioner. Highlights of the characteristics of healthcare financing and the quality of health economics financing are explored.

Distance education offering may be available.

**NSG 708. Program Evaluation. 3 Credits.**

Students review evaluation methods best suited for professionals in leadership roles.

Standards of evaluation, planning designs and approaches are examined. Students examine methodologies for classifying interventions and outcomes and for evaluating the quality of healthcare delivered to individual clients and aggregates. Issue related to the implementation of outcome and quality management programs are explored.

Distance education offering may be available.

**NSG 709. Nursing Informatics. 3 Credits.**

This course will focus on information systems technology, its application in healthcare settings, and the value of technology and nursing informatics. Current and emerging technologies are introduced, as well as the role of the DNP/ Nurse Scientist in healthcare information systems, patient care technology, usage of data for quality improvement, ethical, legal, and policy issues, the value of health information, and leading the advancement of informatics practice and research.

Distance education offering may be available.

**NSG 810. Application of Evidence-Based Practice. 4 Credits.**

This course will provide the learner with the opportunity to conceptualize the concepts of scholarship, leadership and advocacy into their advanced nursing practice. The learner will identify the focus of their DNP project. This project should be appropriate with the domain of scholarship of the learner. This course will culminate with recognition of a need and problem statement, a needs assessment and development of goals and objectives.

NSG 810 Prerequisite: Successful completion of NSG 701, NSG 702, NSG 703, NSG 704, NSG 705, NSG 706, NSG 707, NSG 708, and NSG 709, with minimum grades of C-.

Distance education offering may be available.

**NSG 811. DNP Project Seminar I. 3 Credits.**

Students in this course synthesize and integrate newly acquired knowledge and skills and begin the implementation of their DNP project. Prior to data collection or intervention DNP students complete the protection of human subjects/Institutional Review Board (IRB) process. Students continue to prepare and refine the DNP Project paper for submission, measure project outcomes and evaluate the sustainability of their DNP Project. Students must present their work in a scholarly manner to colleagues and faculty.

NSG 811 Prerequisite: Successful completion of NSG 810, with a minimum grade of C-.

Distance education offering may be available.

**NSG 812. DNP Project Seminar II. 3 Credits.**

This course will provide the learner with guidance and support in project implementation, evaluation and analysis. Students will prepare the DNP Project paper for submission, measure outcomes, ensure sustainability of the project and disseminate results. Students must present their work in a scholarly manner to colleagues and faculty. The completed DNP Project, presentation and paper are required for completion of this course and graduation.

NSG 812 Prerequisite: Successful completion of NSG 811, with a minimum grade of C-.

Distance education offering may be available.

**NSG 999. Nursing Transfer Credits (Graduate). 1-6 Credits.**

transfer credit

Repeatable for credit.