DEPARTMENT OF NURSING

College of Health Sciences
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Department of Nursing (http://www.wcupa.edu/nursing)
Dr. Monturo (cmonturo@wcupa.edu), Chairperson
Dr. Nair (jnair@wcupa.edu), Assistant Chairperson
Dr. Schlamb (cschlamb@wcupa.edu), Graduate Coordinator
Dr. Mraz (mmraz@wcupa.edu), Graduate Coordinator – School Nurse Certification

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 and education roles; thereby, giving students the ability to synthesize knowledge; strengthen communication; and empowerment to promote health care. The Doctor of Nursing Practice 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 health care. 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 2008 AACN Essentials document (The Essentials of Baccalaureate Education), the 2011 AACN Essentials document (The Essentials of Master’s Education), and the 2006 AACN Essentials document (The Essentials of Doctoral Education for Advanced Nursing Practice) 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 advanced professional degrees or post-doctoral studies.

Programs of Study in Nursing
The Department of Nursing offers programs leading to the Doctor of Nursing Practice and the Master of Science in Nursing. 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 health-care organizations, directors of clinical programs, and faculty positions responsible for clinical program delivery and clinical teaching. The program is offered in a distance-education format, with the exception of the first two-credit course which is offered on campus.

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 M.S. in Nursing (M.S.N.) will offer a choice of instructional focus after completing the eight core component courses in the graduate program: adult–gerontology clinical nurse specialist (CNS) or nursing education. Graduates of the adult–gerontology CNS track will be eligible to take the American Nurses Credentialing Center (ANCC) certification exam in adult gerontology. Graduates of the nursing education track will be eligible to take the National League for Nursing (NLN) certified nurse educator exam. The program will be offered in a combination of face-to-face, hybrid, and distance-education formats.

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 to achieve the objectives of Healthy People 2020
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**

**Doctor of Nursing Practice**

- Doctor of Nursing Practice (D.N.P.) ([http://catalog.wcupa.edu/graduate/health-sciences/nursing/doctor-nursing-practice-dnp](http://catalog.wcupa.edu/graduate/health-sciences/nursing/doctor-nursing-practice-dnp))

**Master’s Programs in Nursing**

- Master of Science in Nursing (M.S.N.) - Nursing-Education Track ([http://catalog.wcupa.edu/graduate/health-sciences/nursing/nursing-msn-nursing-education-track](http://catalog.wcupa.edu/graduate/health-sciences/nursing/nursing-msn-nursing-education-track))
- Master of Science in Nursing (M.S.N.) - Adult-Gerontology CNS Track ([http://catalog.wcupa.edu/graduate/health-sciences/nursing/nursing-msn-adult-gerontology-cns-track](http://catalog.wcupa.edu/graduate/health-sciences/nursing/nursing-msn-adult-gerontology-cns-track))

**Certificate in Nursing**

- School Nurse ([http://catalog.wcupa.edu/graduate/health-sciences/nursing/school-nurse-certification](http://catalog.wcupa.edu/graduate/health-sciences/nursing/school-nurse-certification))

**Admissions**

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements ([http://catalog.wcupa.edu/general-information/admissions-enrollment/graduate-admissions](http://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 D.N.P.**

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).

Nurse Educators must hold the credential of Certified Nurse Educator (CNE) which is the National League of Nursing’s (NLN) certification credential for Nurse Educators prior to admission.

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 M.S.N.**

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), at least two years of recent full-time experience as a nurse providing direct clinical care, 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.

**Policies**

All graduate students are held to the academic policies and procedures ([http://catalog.wcupa.edu/graduate/academic-policies-procedures](http://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 program(s) may be listed below.

**Special Requirements for the M.S.N. and D.N.P.**

**Doctor of Nursing Practice**

**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, rabies, measles, mumps, poliomyelitis, tetanus, diphtheria, hepatitis B, varicella, and TB testing is required.

**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.

**Faculty**

**Graduate Nursing Faculty**

**Professors**

Charlotte Mackey (cmackey@wcupa.edu) (1998)
B.S.N., Eastern College; M.S.N., D.Ed., Widener University

Cheryl Ann Monturo (cmonutoro@wcupa.edu) (2005)
Chairperson, Graduate Nursing
B.S.N., William Paterson University; M.S.N., Ph.D., University of Pennsylvania

**Associate Professors**

Edward Mackey (emackey@wcupa.edu) (2009)
B.S., Eastern College; M.S., St. Joseph’s University; M.S.N., West Chester University; Ph.D. Northcentral University

Megan Ann Mraz (mmraz@wcupa.edu) (2008)
Graduate Coordinator, Graduate Nursing
Assistant Professors
Jacquelyn M. Owens (jowens@wcupa.edu) (2014)
B.S., University of Delaware; M.S., Syracuse University; D.N.P.,
Thomas Jefferson University
Veronica Wilbur (vwilbur@wcupa.edu) (2016)
BSN University of Delaware; MSN Widener University; PhD Widener University

Courses

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.
Pre / Co requisites: NSG 502 requires a corequisite of NSG 501.

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.

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 523. Suggestive Therapeutics for the Practicing Healthcare Professional. 3 Credits.
This course will provide a practical framework for the healthcare professional to structure suggestions and pattern communication with patients. Participants in this level will be able to effectively utilize suggestion in a variety of situations. The most recent innovations and research in the field will be presented and a variety of approaches will be synthesized into a comprehensive approach to the practice of suggestive therapeutics.

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, Finance & Organization. 3 Credits.
This course will introduce students to the concepts and tools of health policy development as well as the skills necessary to be an effective policy analyst. The course will address healthcare finance and organization for the advanced practitioner.
Distance education offering may be available.

NSG 532. Pathophysiology for Advanced Practice Nursing. 3 Credits.
This course is designed to explore pathophysiological concepts beginning at the cellular level and proceeding through major body systems. Emphasis will be placed on pathophysiological 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 pathophysiological 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 (two hours, lecture; three hours, laboratory).

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. 4 Credits.
Critical analysis of research design and outcomes, using existing nursing research studies from the professional literature and existing computerized simulated research to develop skill in research modalities.
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.
Pre / Co requisites: NSG 544 requires prerequisites of NSG 530, NSG 531, NSG 532, NSG 533, NSG 541, and NSG 542.
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.
Pre / Co requisites: NSG 545 requires prerequisites of NSG 530, NSG 531, NSG 532, NSG 533, NSG 534, NSG 543, and NSG 544.

NSG 551. Wellness & Health Promotion. 2 Credits.
This course provides an opportunity to integrate theory and practice which prepares students for advanced nursing practice as an 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 community settings. Clinical experiences focus on case management, including advanced assessment, diagnosis, planning, and evaluation as it relates to wellness, health promotion and maintenance in this population. Opportunities for interprofessional experience 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 (Clinical practicum Wellness Promotion)
Pre / Co requisites: NSG 551 requires prerequisites: NSG 530, NSG 531, NSG 532, NSG 533 and NSG 534.

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.
Pre / Co requisites: NSG 552 requires prerequisites: NSG 530, NSG 531, NSG 532, NSG 533 and NSG 534.

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 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 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.
Pre / Co requisites: NSG 553 requires prerequisites: NSG 530, NSG 531, NSG 532, NSG 533 and NSG 534.

NSG 554. APN Adult Health/Gero Theories of Normal Aging. 3 Credits.
As the percentage of the aging population grows the need to understand the aging process increases and has become a priority for public health. This course will present in-depth analysis of aging theories (various developmental, biological, physiological, psychological, and social) and how they explain the process of normal aging and disease development. Students will discuss the major theoretical themes, clinical perspectives for theory application, and identify trends and topics in modern aging research. The defined population of the adult-gerontology CNS practice to be discussed in this course includes young adults (including late adolescents and emancipated minors), adults and older adults (including young-old, old and old-old adults).
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 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.
Pre / Co requisites: NSG 698 requires a prerequisite of a completed Masters degree. Consent: Permission of the Department required to add.
Distance education offering may be available. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

NSG 701. Transition to Doctoral Study. 2 Credits.
Students address the evolution of the doctorate and its development in the nursing profession. Current and future practice issues that affect the advanced practice nurse are examined. Analysis of the PhD, DNS, and DNP are explored. Driving forces leading to the need for the Doctorate of Nursing Practice (DNP) are considered along with evidence-based findings from nursing leaders and organizations. A dialogue about the DNP Project is introduced. Consent: Permission of the Department required to add.
Typically offered in Fall & Spring.

NSG 702. Leadership for Advanced Nursing Practice. 3 Credits.
Students examine the role development of advanced practice nursing, including a strong focus on ethical practice. Theoretical leadership concepts are synthesized in relation to personal and professional values. Emphasis is on working with multiple disciplines and on leading multiple and diverse constituencies. Issues of creativity, power, innovation, communication, negotiation, conflict resolution, and resources management are addressed.
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. Typically offered in Fall & Summer.

NSG 704. Analytical Methods for Evidence Based Practice in Healthcare I. 3 Credits.
Students utilize analytical methods to critique existing literature and other evidence to implement the best evidence for practice. Methods of designing processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting are explored.
Distance education offering may be available. Typically offered in Fall & Spring.

NSG 705. Analytical Methods for 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.
Pre / Co requisites: NSG 705 requires a prerequisite of NSG 704.
Distance education offering may be available. Typically offered in Fall & Summer.
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. Typically offered in Fall & Spring.

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. Typically offered in Fall & Spring.

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. Typically offered in Spring & Summer.

NSG 709. Nursing Informatics. 2 Credits.
Students use information systems and technology, and provide leadership, to support and improve patient care and healthcare systems. Emphasis is on the knowledge and skills expected of a DNP graduate in analysis of technology, design and selection of information systems, proficiency in quality improvement technologies and evaluation of patient care systems. Related ethical, regulatory, and legal issues are discussed. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

NSG 810. DNP Project Seminar I. 4 Credits.
Students identify and begin the development of their DNP Project, which focuses on a clinical practice problem. This project should be appropriate with the domain of scholarship of the student. This process begins with the formulation of a problem statement, a synthesis of the literature, methods to be used, anticipated analysis and potential implications for the project. The DNP Project team guides students in making a contribution applicable to their practice setting, community, and/or career focus. For successful completion of NSG 810, student expectations include: completion of a written DNP Project proposal and application for protection of human subjects/Institutional Review Board (IRB). Pre / Co requisites: NSG 810 requires prerequisites of NSG 701, NSG 702, NSG 703, NSG 704, NSG 705, NSG 706, NSG 707, NSG 708, and NSG 709. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

NSG 811. DNP Project Seminar II. 3 Credits.
Students in DNP Project Seminar II 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. Pre / Co requisites: NSG 811 requires prerequisite of NSG 810. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

NSG 812. DNP Project Seminar III. 3 Credits.
Students continue implementation and evaluation of the DNP Project. Students analyze the findings of their DNP Project. Students 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 the DNP Project Seminar III and graduation. Pre / Co requisites: NSG 812 requires a prerequisite of NSG 811. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

NSG 999. Transfer Credits (Graduate). 1-6 Credits.
Transfer credit. Repeatable for Credit.