

# COURSES

## **NURS 901a, Quantitative Methods for Health Research** Julie Womack

This course introduces students to quantitative research methods and how to evaluate various scientific designs for investigating problems of importance to nursing and health. Emphasis is placed on scientific rigor, validity, and the critical appraisal of research. Experimental, quasi-experimental, and observational designs are presented and evaluated for internal, external, construct, and statistical validity. The interrelationships of the research question and study aims with study design and method are thoroughly explored. The course prepares students for designing a quantitative study. Required of first-year Ph.D. students in nursing. Three hours per week for fourteen weeks. 1 Course cr

## **NURS 902b, Qualitative Methods for Health Research** M Tish Knobf and Bridget Basile Ibrahim

This course introduces students to major approaches to qualitative research, including newer and innovative methods. Selected topics are presented linking qualitative approaches with stage of knowledge development and steps in the research process, including use of theory, design, conduct, analyses, rigor, reporting, and evaluation of qualitative research. Emphasis is placed on the appropriate use of qualitative methods and differences across qualitative approaches depending on the nature of the research question. The course includes practice with key elements of data collection, analysis, reporting, and critiquing. Required of all Ph.D. students in nursing. Three hours per week. 1 Course cr

## **NURS 903a, Measurement of Biobehavioral Phenomena** Xiaomei Cong

This course is designed to review measurement theory, reliability, and validity of measurement methods and discuss the accuracy and precision of biological and behavioral measures for clinical research. Measures are evaluated through the lens of diverse communities and populations, with the goals of promoting health equity. Required of all second-year Ph.D. students in nursing. Open to advanced graduate students in other schools of the University. Three hours per week for fourteen weeks. 1 Course cr

## **NURS 904a, Mixed Methods Research** Shelli Feder

The purpose of this course is to provide an overview of mixed methods research. This overview consists of the history, philosophical foundations, purpose, data collection, analysis, and evaluation of the common mixed methods designs. Required of all Ph.D. students in nursing. Three hours per week for seven weeks. 1 Course cr

## **NURS 905b, Intervention Development and Introduction to Implementation Science** Shelli Feder and Monica Ordway

This course provides students and fellows with the essential elements of development and evaluation of nursing and health interventions; novel models for the processes of design, feasibility, and fidelity; and multiple phases of testing. Basic approaches, frameworks, and principles of implementation science are introduced. Required of all second-year students in the Ph.D. program and open to others by permission of the instructor. Three hours per week, first semester of the second year for fourteen weeks. 1 Course cr

**NURS 906a, Dissertation Seminar I** M Tish Knobf

This required doctoral course provides the student with advanced study and direction in research leading to development of the dissertation proposal and completion of the dissertation. Students are guided in the application of the fundamentals of scientific writing and criticism. All Ph.D. students in nursing are required to take this seminar every term. Three hours every other week for fourteen weeks. 1 Course cr

**NURS 907b, Dissertation Seminar II** M Tish Knobf

This required doctoral course provides the student with advanced study and direction in research leading to development of the dissertation proposal and completion of the dissertation. Students are guided in the application of the fundamentals of scientific writing and criticism. All Ph.D. students in nursing are required to take this seminar every term. Three hours every other week for fourteen weeks. 1 Course cr

**NURS 908a, Synthesis of Knowledge and Skills for Nursing Science** M Tish Knobf

This course is designed to develop beginning competencies necessary to engage in a career as a nurse scientist. It includes the basic principles and processes of scientific writing, literature searches, synthesis of research evidence, and presentation skills.

1 Course cr

**NURS 912a, Knowledge Development for Nursing Science** Deena Costa

This course introduces the historical perspective of the philosophy of science and the relationship to nursing science. Students review nursing's disciplinary perspective and examine the philosophical, theoretical, and conceptual linkages for knowledge development for nursing science. The course is required of all first-year students in the Ph.D. program and open to others by permission of the instructor. Three hours per week for fourteen weeks. 1 Course cr

**NURS 913b, Chronic Conditions: Risk Factors, Prevention, and Management of Adverse Outcomes** Hermine Poghosyan

In this course, students examine the concepts of health and illness over the lifespan, in the context of chronic conditions. We focus on relationships among predisposing or contextual factors, processes, and outcomes, considering individual, family, and caregivers, community, and larger societal (social determinants of health) perspectives. We consider early adversity, marginalized populations, and adaptation to chronic conditions over time. Three hours per week for fourteen weeks, first semester.

1 Course cr

**NURS 915b, Nurse Scientist and Grant Writing** Zhao Ni

This course is designed to provide the foundation for students to develop knowledge and skills for becoming a nurse scientist, including beginning competencies in the principles and processes of grant writing. 1 Course cr

**NURS 929b, Responsible Conduct of Research** Monica Ordway

These class sessions introduce major concepts in the ethical conduct of clinical research from the perspective of the advanced practice nurse and the nurse-researcher. National and international ethical codes for research and regulatory requirements are reviewed. Emphasis is placed on the protection of vulnerable populations and community-based research, including international research. Required of all first-year Ph.D. students in nursing. Open to others with permission of the instructor. 1 Course cr

**NURS 5020a, Nursing Colloquia I** Daihnia Dunkley and Christine Rodriguez  
Registered nurses are exposed to a myriad of professional, social, and ethical issues that influence the delivery, quality, and safety of nursing care. This course explores these issues and how they relate to national health priorities, vulnerable populations, social justice, evidence-based practice, and quality improvement. The course is organized into weekly modules that incorporate the following content areas: Social Determinants of Health, Professional Behavior, Social Justice, Ethical and Social Significance of Nursing, Evidence-Based Practice, Delegation and Prioritization, Quality Improvement and Safety, and Legal and Regulatory Issues. 1 Course cr

**NURS 5021c, Nursing Colloquia II** Daihnia Dunkley and Christine Rodriguez  
Registered nurses are exposed to a myriad of professional, social, and ethical issues that influence the delivery, quality, and safety of nursing care. This course explores these issues and how they relate to national health priorities, vulnerable populations, social justice, evidence-based practice, and quality improvement. The course is organized into weekly modules that incorporate the following content areas: Social Determinants of Health, Professional Behavior, Social Justice, Ethical and Social Significance of Nursing, Evidence-Based Practice, Delegation and Prioritization, Quality Improvement and Safety, and Legal and Regulatory Issues. 1 Course cr

**NURS 5030a, Biomedical Foundations: Health and Illness I** Sharen McKay  
This course is designed to guide student learning of factual and conceptual information on the structure and function of normal human bodily systems and then to begin to apply that knowledge to deepen understanding of pathophysiological processes. Three hours per week. 3 Course cr

**NURS 5031b, Biomedical Foundations: Health and Illness II** Sharen McKay  
This course is designed to guide student learning of factual and conceptual information on the structure and function of normal human bodily systems and then to begin to apply that knowledge to deepen understanding of pathophysiological processes. Three hours per week. Prerequisite: NURS 5030. 3 Course cr

**NURS 5050a, Essentials of Health Assessment and Clinical Skills** Kassandra August-Marcucio and Joanna Cole

This course is designed to provide the student with the essential knowledge and skills to gather a comprehensive health history and perform a head-to-toe physical assessment of the patient. It aims to develop strong, clinically competent nurses with clinical reasoning skills that will allow them to provide high-quality, evidence-based patient care. Clinical skills and competency will be demonstrated in a laboratory environment. Through didactic, lab, and simulation learning the nursing student will acquire the essential skills that they will need to enter the clinical environment with confidence. This course is 5 credits and is required of all GEPN students. 5 Course cr

**NURS 5051c, Essentials of Health Assessment and Clinical Skills II** Joanna Cole and Kassandra August-Marcucio

This course is designed to provide the student with the essential knowledge and skills to continue to enhance their comprehensive history taking skills and head-to-toe physical assessment of the patient to provide evidence-based high-quality patient care. This course will build upon skills from including obtaining a complete comprehensive history, patient interviewing, physical assessment of the patient and clinical psychomotor skills that were established in NURS 5050. Clinical reasoning

skills will be refined for future nurses to successfully apply the foundational knowledge they will need in health assessment and clinical skills. Assessment and clinical skills acquired in this course will allow the future nurse will enter the work field with confidence. This course is required for all GEPN students. NURS 5050 3 Course cr

**NURS 5080b, Nursing and the Community I** Daihnia Dunkley and Marlene St. Juste  
This course provides the foundational principles and highlights the importance of community health nursing and public health nursing practice, skills, and science. It moves from a focus on individual health and illness needs to populations and systems for the entry-level nursing student. Fifteen hours per term. 2 Course cr

**NURS 5081c, Nursing and the Community II** Daihnia Dunkley and Marlene St. Juste  
This course expands upon the knowledge and skills of NURS 5080 to provide the foundational principles and highlight the importance of community health nursing and public health nursing practice, skills, and science. It moves from a focus on individual health and illness needs to populations and systems for the entry-level nursing student. Fifteen hours per term. Prerequisite: NURS 5080. 2 Course cr

**NURS 5090a, Introduction to Drug Therapy** Elizabeth Cohen and Linda Ghampson  
Lectures focus on the appropriate clinical use of drugs. Emphasis is placed on pharmacology, side effects, pharmacokinetics, drug interactions, and the therapeutic use of medications across the populations. Required of all students in the prespecialty year. Integrated throughout the curriculum in the prespecialty year. 3 Course cr

**NURS 5110a, Clinical Applications of Human Anatomy** Travis Mccann  
The effective assessment, diagnosis, and management of disease depend on knowledge of the structures of human beings. This introductory course reviews and discusses the structure and function of the major body systems. The aim of the course is to combine clinically relevant anatomical information with performance of clinical skills that will form the basis of clinical reasoning. Correlation of anatomical knowledge with clinical presentation both in the classroom and in the laboratory is emphasized. Required of all students in the prespecialty year. 2 Course cr

**NURS 5130b, Community Health Nursing and Public Health** Daihnia Dunkley and Marlene St. Juste  
This course explores the multidisciplinary theoretical foundations that are the basis for community health nursing practice. Community health nurses provide preventive, therapeutic, rehabilitative, and hospice services across the lifespan. The clinical experience focuses on the delivery of these health services in community organizations. A community-as-partner assessment and diagnosis project, which culminates in identification of a community health problem and potential solutions, augments core seminar content. 2½ Course cr

**NURS 5140b, Clinical Practice Care of Childbearing Families** Daihnia Dunkley and Marlene St. Juste  
This course focuses on clinical practice essential to nursing care of women, newborns, and their families throughout the childbearing cycle and the neonatal period. Clinical settings include hospital and ambulatory care. 2 Course cr

**NURS 5150b, Care of Childbearing Families** Marlene St. Juste and Daihnia Dunkley  
This course presents theory essential to the provision of nursing care to childbearing families throughout the childbearing cycle, the neonatal period, and the pre- and interconceptional phases. Application of the nursing process as it relates to the

promotion, maintenance, and restoration of health is emphasized. Required of all students in the prespecialty year. 2 Course cr

**NURS 5160a, Clinical Practice of Care of the Adult Patient** Jennifer McIntosh and Sandy Cayo

This course focuses on the scientific principles, psychomotor techniques, and communication skills fundamental to nursing practice. Sociocultural variations influencing patient care are introduced. Faculty guide small groups of students in individually planned clinical experiences that provide opportunities to use the nursing process in caring for the hospitalized adult with selected pathophysiological problems. Experience also includes weekly clinical conferences and selected observational experiences. 2½ Course cr

**NURS 5170a, Nursing Care of Adult Patient I** Charleen Jacobs and Sandy Cayo

This full-year course (with NURS 5171) focuses on pathophysiological problems in the adult in the acute care setting, including the promotion, maintenance, and restoration of health. Required of all students in the prespecialty year. Two hours per week. 2 Course cr

**NURS 5171c, Nursing Care of Adult Patient II** Charleen Jacobs and Sandy Cayo

This full-year course (with NURS 5170) focuses on pathophysiological problems in the adult in the acute care setting, including the promotion, maintenance, and restoration of health. Required of all students in the prespecialty year. Two hours per week. 2 Course cr

**NURS 5180b, Clinical Practice in Pediatric Nursing** Wendy Mackey

Utilizing a family-centered approach, this course provides clinical experience in identifying and assessing children's physiological and developmental needs, and planning, implementing, and evaluating a plan of nursing care to meet the needs of a particular child and the child's family in health care settings. Students have opportunities to use principles of growth and development, knowledge of the child's and family's physical and emotional responses to illness, and principles of pediatric nursing in caring for children and their families. The student gains skill and knowledge in the nursing role and an appreciation for the importance of utilizing research findings in practice and collaborating with other health professionals. 2 Course cr

**NURS 5190b, Pediatric Nursing** Wendy Mackey

This course presents theory essential to promote health and adaptation to illness for children and their families. Emphasis is placed on growth and development, as well as pathophysiological, social, environmental, and cultural factors that influence children's and families' response to health and illness. Required of all students in the prespecialty year. 2 Course cr

**NURS 5200c, Clinical Practice in Psychiatric–Mental Health Nursing** Jennifer McIntosh

This course builds on skills learned in medical-surgical nursing by providing clinical experience in assessing, planning, implementing, and evaluating a plan of nursing care to meet the unique needs of patients with acute and chronic psychiatric disabilities across the lifespan. Students gain skills in the use of therapeutic communication, working with the interdisciplinary team, and implementing all phases of the nurse-patient relationship while applying concepts taught in NURS 5210. 2 Course cr

**NURS 5210c, Psychiatric–Mental Health Nursing** Jennifer McIntosh and Max Greger-Moser

In combination with NURS 5200, this seminar provides the foundations of understanding and treating psychiatric disabilities within a bio-psycho-social-spiritual-cultural-theoretical framework of health promotion and disease prevention related to both mental health and mental illness. Course content includes the pathophysiology, assessment, diagnosis, treatment, and evaluation of cognitive, perceptual, emotional, behavioral, and interpersonal symptoms associated with common psychiatric diagnoses for individuals with mental illness and their families across the lifespan. Students analyze the economic, legal, and ethical issues that influence care in a variety of settings. Four hours per week, first half of spring or summer term, as assigned. 2 Course cr

**NURS 6000a and NURS 6000Ob or c, Advanced Health Assessment** Staff

This course is designed to provide the advanced practice and midwifery student with the fundamental knowledge and skills needed to conduct a comprehensive, focused health history and physical examination and includes core content regarding assessment of all human systems, advanced assessment techniques, concepts, and approaches. Emphasis is on the assessment of physical, psychosocial, spiritual, and cultural dimensions of health, as well as factors that influence behavioral responses to health and illness. Normal/abnormal variations in physical exam findings and differential diagnoses will be presented. Content includes assessment of individuals of diverse and special populations, including transgender, LGBTQIA, geriatric, pediatric and individuals with disabilities. Through this course, students will also participate in Interprofessional Longitudinal Clinical Experience (ILCE) learning in collaboration with the Yale Schools of Medicine (including the Physician Associate Program) and Public Health in focus areas pertinent to the health history and institutional/structural barriers to effective health care. This course is required for all students in the first semester of MSN program enrolled in the Adult/Gero Primary and Acute Care Specialties, Family Nurse Practitioner, Nurse Midwifery, Women's Health and Psychiatric Mental Health Specialties. 3 Course cr per term

**NURS 6010a and NURS 6010Oa, Advanced Pathophysiology** Mary-Ann Cyr and Darcy Ulitsch

This course provides students with advanced physiologic and pathophysiologic concepts central to understanding maintenance of health and the prevention and management of disease across the lifespan. Content on cellular function, genetics, immunology, inflammation, infection, and stress and adaptation provides the framework on which further specialty content knowledge is built. Current research, case studies, and application to advanced nursing practice are highlighted. This is a core course. Required of all M.S.N. students in the first year of specialization. 3 Course cr per term

**NURS 6020b and NURS 6020Ob or c, Advanced Pharmacology** Staff

This course is designed for APRN and master's-level students to build upon their introduction to drug therapy course. Principles of pharmacology are presented through the study of pharmacokinetics and pharmacodynamics. Emphasis is placed on drug categories, mechanisms of action, and side effects. Following initial content on general principles, applied interpretation of some of the most common clinical indications and considerations for prescribing are addressed. Student participation demonstrates understanding of clinical applications of pharmacologic principles and concepts. This

is a core course. Required of all M.S.N. students in the first year of specialization. Two hours per week. 2 Course cr per term

**NURS 6040b, Statistics and Research for Evidence-Based Practice Nursing** Neesha Ramchandani and David Vlahov

This course provides theoretical and practical experience in appraisal and application of research evidence into practice. The emphasis is on applying that knowledge to the critique of published research. This is a core course. Required of all M.S.N. students in the first year of specialization. Two hours per week and online modules. 3 Course cr

**NURS 6050a, Transitions to Professional Practice** Jonathan Johnson and Neesha Ramchandani

Advanced practice nursing occurs in contexts that inevitably influence practice. This course provides students an integrative experience in applying health policy, organizational, regulatory, safety, quality, and ethical concepts to care. It provides the opportunity for students to explore the theoretical and practical considerations underlying the roles of advanced practice nurses (leader, educator, researcher, advocate, clinician, and consultant). The course is organized into modules incorporating the following content areas, explored utilizing a case-based approach: Regulation and Scope of Practice; Leadership and Organizational Dynamics; Health Care Access, Coverage, and Finance; Clinical Ethics; and Safety and Quality. This is a core course. Required of all M.S.N. students in the final year. This is a hybrid course that includes on-site interactive seminars as well as online asynchronous sessions. Group work and preparation are expectations outside of the classroom. 2 Course cr

**NURS 6060a and NURS 6060a or b, Promoting Health in the Community** Staff

This course is a synthesis and application of the process of health promotion, public health, community organization, and epidemiological principles. Emphasis is on prevention of disease, health maintenance, health promotion, and care of the sick within households, families, groups, and communities, across the lifespan. This is a core course. Required of all M.S.N. students in the final year. Two hours per week. 2 Course cr per term

**NURS 6070a, Mental Health Management for Advanced Practice Nurses** Sheryl Combs and Mary Lou Graham

The focus of this course is to provide the foundation for management of commonly occurring mental health problems using the therapeutic relationship and basic models for intervention including stress management, crisis intervention, motivational interviewing, cognitive behavioral techniques, and pharmacotherapy. Diagnostic assessment, monitoring, and referral to specialty care and community resources are emphasized. Roles in management of commonly occurring mental health problems (anxiety, depression, sleep disturbance) and collaboration to manage severe and persistent mental illness (including schizophrenia, bipolar disorder, post-traumatic stress disorder, substance use, and eating disorders) and referral to community and psychiatric resources are examined. Required of all adult gerontology primary care, family, and midwifery/women's health nurse practitioner students. Open to others with permission of the instructor. Two hours per week. 2 Course cr

**NURS 6100a, Advanced Concepts and Principles of Diabetes Care** Elizabeth Doyle

This seminar focuses on the concepts and principles of diabetes managed care based on the annually updated American Diabetes Association Standards of Care. It includes

principles of primary care (screening, early detection, intervention, and patient education), secondary care principles related to diabetes management (various treatment modalities, patient education, and self-care), and tertiary care related to complications. These concepts and principles of care are presented relative to type of diabetes (type 1, type 2, gestational, diabetes in pregnancy, and secondary), age, developmental stage, duration of disease, and ethnicity. A multidisciplinary approach to care issues is emphasized, incorporating the contributions of other disciplines in the collaborative management of diabetes. Important aspects of living with a chronic illness such as psychological, social, occupational, and economic are also emphasized. Required of all students in the diabetes care concentration in the final year. Two hours per week. 2 Course cr

### **NURS 6110a and NURS 6111b, Clinical Practice in Diabetes Care and Management**

Elizabeth Doyle

The focus of this practicum is comprehensive management of a caseload of patients with diabetes specific to the student's elected specialty (adult/gerontology acute care, adult/gerontology primary care, family, midwifery/women's health, and pediatric). The spring term is an extension of the fall and focuses on the management of common problems related to long-term diabetes complications, encouraging clinical decision-making and management of comorbidities. Student's clinical practicum in diabetes care is in various settings specific to student's specialty program. Required of all students in the diabetes care concentration in the final year. Four hours per week of practice required both terms. One and one-half hours of clinical conference per week.

1.65 Course cr per term

### **NURS 6120b, Principles of Advanced Oncology Practice** Marianne Davies

This course introduces students to the principles of advanced oncology nursing practice. It focuses on (1) the problem of cancer—the epidemiology, biology, genetics, and immunology of cancer; (2) advanced practice nursing across the cancer care continuum (prevention, detection, diagnosis, treatment, chronic illness, and end of life), emphasizing nursing strategies for promoting patient- and family-centered care; and (3) the treatment of cancer, exploring the mechanisms of action, efficacy, and short- and long-term side effects of experimental and common traditional anticancer treatment modalities, as well as complementary, palliative, and supportive care.

Required of all students in the oncology concentration in the first year of specialization.

2 Course cr

### **NURS 6130a and NURS 6131b, Advanced Management of Clinical Problems in**

**Oncology** Marianne Davies and Vanna Dest

This course focuses on assessment and management of complex clinical problems of adults with cancer. The role of the advanced practice nurse and the use of clinical practice guidelines to support evidence-based practice are emphasized. Required of all students in the oncology concentration in the final year. Prerequisite: NURS 6120.

1 Course cr

### **NURS 6140a and NURS 6141b, Clinical Practicum for Oncology Nurse Practitioners**

Marianne Davies

The goal of this practicum is to prepare students to comprehensively manage a caseload of adults with cancer. Emphasis is on anticipation of high-incidence clinical problems, development of clinical reasoning in assessment, differential diagnosis, and formulation of management strategies. The practice sites provide opportunities to understand

cancer care along the trajectory of illness from diagnosis to death/bereavement, develop clinical leadership skills, and deliver high-quality supportive care to patients and families across the disease trajectory. Required of all students in the oncology concentration in the final year. Four hours per week of clinical experience plus one hour per week of clinical conference. 1½ Course cr per term

**NURS 6150a, Research Seminar I** Monica Ordway

In this course, students are assigned to a research practicum experience, set goals for the research practicum with the faculty conducting the research, and identify barriers and facilitators to the conduct of research in health and illness. Students identify a clinical research problem and review the literature about the problem. Required of M.S.N. students in the research concentration. Open to other master's students with permission of the instructor. 2 Course cr

**NURS 6160b, Research Seminar II** Monica Ordway

In this course, students continue working on their research practicum experience, set goals for the research practicum with the faculty conducting the research, and identify barriers and facilitators to the conduct of health research. Students also develop a research proposal in their area of interest. Required of M.S.N. students in the research concentration. Open to other master's students with permission of the instructor.

2 Course cr

**NURS 6180b, Introduction to Health Disparities in LGBTQI+ People** Nathan Levitt

This course is a foundational course designed to provide the student with an introduction to the social, racial, and economic disparities as well as the clinical care of LGBTQI+ patients. The course is taught through the cultural safety framework in which students are asked to view patient care through the lens of addressing barriers to care including system, institutional, and knowledge barriers to providing health care services. This course serves to prepare future nurse practitioners/midwives to care for common clinical issues seen in LGBTQI+ patients and communities. Students are provided with an introduction to primary care for transgender and non-binary (TGNB) patients including hormone administration, surgical intervention, sexual health and fertility, and general health promotion. The role of the nurse practitioner/midwife as a member of the health care delivery team is emphasized. Open to all specialty programs.

2 Course cr

**NURS 6200a, Specialized Primary Care of LGBTQI+ Patients and Communities**

Nathan Levitt

Gender and Sexuality Health Justice II (GSHJ II) is the final didactic course of the GSHJ concentration to prepare future nurse practitioners and midwives for competence in common clinical issues encountered in LGBTQI+ populations. Topics include in-depth primary care management experienced by LGBTQI+ patients, health justice organizing, advocacy, sustainability, and leadership development. This course continues the focus on social, racial, and economic disparities through the lens of addressing systemic and institutional barriers to care and integrates learning from the GSHJ didactic courses and clinical experiences towards preparing students for their future careers in the field of gender and sexuality health justice care. This course is open to all specialty students. Prerequisite: NURS 6180 2 Course cr

**NURS 6202a or b, Gender and Sexuality Health Justice (GSHJ) Clinical** Nathan Levitt

This clinical conference course builds upon the experiences gained in specialty clinical courses. This clinical provides students further opportunity to develop advanced nursing skills with LGBTQI+ patients, including specialized clinical judgment and evidence-based patient management strategies learned from didactic learning in both their specialty programs and within the GSHJ classroom. 1½ Course cr

**NURS 6210a and NURS 6211a, Advanced Primary Care and Community Health** Ami Marshall

This interdisciplinary, year-long (N6210 fall term, N6211 spring term) course with the medical school provides the learner with an experience in delivering interdisciplinary primary care to an under-resourced community at an urban medical clinic through a rotation at HAVEN, the Yale student-run free clinic. Students are assigned at the HAVEN clinic for eight Saturdays in total. Students engage in nearpeer teaching with other medical, physician associate, and nurse practitioner students. Didactic curriculum consists of foundational knowledge regarding teaching skills, cultural competency, and community-based systems to support under-resourced patients in community health settings. This course is available to all FNP, AGPCNP, WHNP, and MW specialty students in either their second specialty year of specialization. Students apply for elective and are chosen to participate at the discretion of the faculty. Students may only enroll in course one time; the course cannot be repeated. 2 Course cr per term

**NURS 6230a or b, Clinical Practice I for Global Health Track** Zhao Ni

This clinical application course for students in the global health track provides opportunities to develop advanced nursing skills with a range of global populations within the students' areas of specialization. While in clinical settings, students develop skills in assessment and management of acute and chronic conditions using evidence-based patient management strategies in accordance with the cultural beliefs and practices of populations of immigrants, refugees, American Indians, and Alaskan native and rural residents. These experiences may take place in YSN-approved U.S. or international settings. Additional experiences with local resettlement organizations such as Integrated Refugee and Immigrant Services (IRIS) and Connecticut Institute for Refugees and Immigrants (CIRI) are also available. These experiences may include developing and presenting education programs to groups of refugees, immigrants, or asylum seekers; creating training materials for the resettlement agencies; or serving as a cultural companion or health navigator for newly arrived families. Required of all students pursuing the global health track during the spring term of their first specialty year. Thirty hours of face-to-face interactions either in a health care setting or in an alternative setting, and one hour per week of clinical conference. Taken before NURS 6240. 1 Course cr

**NURS 6240a, Clinical Practice II for Global Health Track** LaRon Nelson

This clinical application course for students in the global health track provides opportunities to develop advanced nursing skills with a range of global populations within the students' areas of specialization. While in clinical settings, students develop skills in assessment and management of acute and chronic conditions using evidence-based patient management strategies in accordance with the cultural beliefs and practices of populations of immigrants, refugees, American Indians, and Alaskan native and rural residents. These experiences may take place in YSN-approved U.S.

or international settings. Additional experiences with local resettlement organizations such as Integrated Refugee and Immigrant Services (IRIS) and Connecticut Institute for Refugees and Immigrants (CIRI) are also available. These experiences may include developing and presenting education programs to groups of refugees, immigrants, or asylum seekers; creating training materials for the resettlement agencies; or serving as a cultural companion or health navigator for newly arrived families. Required of all students pursuing the global health track during the fall term of their second specialty year. Thirty hours of face-to-face interactions either in a health care setting or in an alternative setting, and one hour per week of clinical conference. Taken after NURS 6230. 1 Course cr

**NURS 700ob, Advanced Skills and Procedures for the Primary Care Provider** Nicole Colline

This course is designed to teach common skills and procedures encountered in the primary care setting. Through laboratory sessions, students demonstrate achievement of skill proficiency by collecting data, applying culturally responsive advanced health assessment techniques, and practicing said skill(s) on simulated body parts. Normal and abnormal adult variations are presented. Required for students in the Family Nurse Practitioner and Adult-Gerontological Primary Care Nurse Practitioner Specialty. Prerequisite: NURS 6000 Advanced Health Assessment. 2 Course cr

**NURS 7020a, Primary Care I A** Samantha Korbey

This course is a foundational primary care seminar module designed to provide the student with an introduction to primary care clinical practice and patient-centered health education. The role of the nurse practitioner and midwife across primary care settings and as a member of the health care delivery team is emphasized. Required of all adult/gerontology, family, midwifery/women's health, and pediatric nurse practitioner—primary care students in the first year of specialization. Open to others with permission of the instructor. Two hours per week for the first eight weeks of the term. 1 Course cr

**NURS 7030a, Primary Care I B** Elyssa Noce

Following NURS 7020, this is the first of three didactic courses designed to enable students to develop the necessary knowledge base and problem-solving skills for primary care practice as nurse practitioners. Classes focus on health promotion, disease prevention, differential diagnoses, and evidence-based management of common health conditions in diverse populations of patients from adolescence to senescence. Required of all adult/gerontology primary care, family, and midwifery/women's health nurse practitioner students in the first year of specialization. Two hours per week for seven weeks. 1 Course cr

**NURS 7040b, Primary Care II** Meghan Garcia

This is the second of three didactic courses designed to enable students to gain the problem-solving and clinical strategies necessary for primary care practice as nurse practitioners; it builds upon content taught in NURS 7020 and NURS 7030. Classes focus on health promotion, disease prevention, differential diagnoses, and evidence-based management of common health conditions for diverse populations of patients from adolescence to senescence. Required of all adult/gerontology primary care, family, and midwifery/women's health nurse practitioner students in the first

year of specialization. Prerequisites: NURS 5040 and NURS 5041; or NURS 6000.  
2 Course cr

**NURS 7045b, Primary Care II Clinical Practice AGPCNP** Soohyun Nam

Course content includes clinical practice in health assessment and the provision of primary and focused health care. Students meet weekly for a ninety-minute clinical seminar that is held concurrently with clinical practice. Clinical seminar serves as a forum for students to present and discuss cases and explore issues encountered in clinical practice. This course is required for students in the first year of specialization as Adult-Gerontological Primary Care (AGPCNP) Nurse Practitioner. Clinical seminar discussions focus on caring for adolescents, adults, and older adults. Prerequisite to this course is successful completion of all required courses in the fall semester of the 1st specialty year. This course must be taken concurrently with N7040. 180 clinical hours required and a one-hour-and-twenty-minute clinical seminar per week each semester. AGPCNP students are required to complete 180 total clinical hours to satisfy the N7050 course requirements. 4½ Course cr

**NURS 7050b or c, Primary Care II Clinical Practice FNP** Staff

Course content includes clinical practice in health assessment and the provision of primary and focused health care. Students meet weekly for a ninety-minute clinical seminar that is held concurrently with clinical practice. Clinical seminar serves as a forum for students to present and discuss cases and explore issues encountered in clinical practice. Required of all family nurse practitioner students in the first year of specialization. Clinical seminar discussions for FNP students focus on providing care for patients across the lifespan. Eight to sixteen hours of clinical practice (fifteen weeks) and one and one-half hours of clinical seminar per week. 6 Course cr

**NURS 7060a, Primary Care III** Ami Marshall and Elyssa Noce

This is the third of three didactic courses designed to enable students to develop the necessary knowledge base and problem-solving skills for primary care practice as nurse practitioners. Classes focus on health promotion and maintenance, and assessment, differential diagnoses, and evidence-based management of acute and chronic conditions for patients from adolescence to senescence, highlighting management of patients with complex comorbid conditions. Required of all adult/gerontology primary care and family nurse practitioner students in the final year. Taken concurrently with NURS 7070. Prerequisites: NURS 7030, NURS 7040, and NURS 7050. 2 Course cr

**NURS 7070c, Primary Care III Clinical Practice** Staff

This clinical course builds upon the experiences gained in NURS 7050 and provides students further opportunity to develop advanced nursing skills, clinical judgment, and evidence-based patient management strategies necessary to manage common acute and chronic health care conditions. Students participate in designated weekly primary care clinical experiences arranged by faculty. In addition, students meet weekly for a ninety-minute clinical conference that is held concurrently with clinical practice. Clinical seminar discussions for family nurse practitioner students focus on family-centered care and providing care for patients across the lifespan. Clinical seminar discussions for all other students focus on providing patient-centered care for patients from adolescence to senescence. Clinical conference serves as a forum for students to present and discuss cases and explore issues encountered in clinical practice. Required of all adult/gerontology primary care and family nurse practitioner students in the final year. Eight to sixteen hours of clinical practice per week (fifteen weeks), and one

and one-half hours of clinical conference per week. Prerequisite (or concurrent with): NURS 7050. 6 Course cr

**NURS 7090b, Primary Care IV Clinical Practice** Staff

This clinical course builds upon the experiences gained in NURS 7070 and provides students further opportunity to develop advanced nursing skills, clinical judgment, and evidence-based patient management strategies necessary to manage common acute and chronic health care conditions. Students participate in designated weekly primary care clinical experiences arranged by faculty. In addition, students meet weekly for a ninety-minute clinical conference that is held concurrently with clinical practice. Clinical seminar discussions for family nurse practitioner students focus on family-centered care and providing care for patients across the lifespan. Clinical seminar discussions for all other students focus on providing patient-centered care for patients from adolescence to senescence. Clinical conference serves as a forum for students to present and discuss cases and explore issues encountered in clinical practice. Required of all adult/gerontology primary care and family nurse practitioner students in the final year. Taken concurrently with NURS 7500. Eight to sixteen hours of clinical practice per week (fifteen weeks), and ninety minutes of clinical conference per week. Prerequisite: NURS 7070. 6 Course cr

**NURS 7100a, Concepts and Principles of Aging** Ophelia Empleo-Frazier

This course introduces students to the major concepts and principles of gerontology and to a variety of biophysiological theories on aging. Health care delivery systems and care of the elderly are explored along with the current social policy initiatives and the state of the science of research as it relates to the older adult. Required of all adult/gerontology primary care nurse practitioner students in their first specialty year. Two hours weekly class time. Prerequisites: NURS 5040 and NURS 5041, or NURS 6000; and NURS 6040 and NURS 7000. 2 Course cr

**NURS 7104b, Advanced Primary Care of the Older Adult** Ophelia Empleo-Frazier and Elyssa Noce

This course focuses on the role of the nurse practitioner in the assessment, diagnosis, and management of common primary geriatric syndromes. The age-friendly health system 4M model of geriatric care (Medications, Mentation, Mobility, and what Matters most) provides the framework for clinical conditions discussed in this course. This course is required of all AGPCNP and FNP specialty students in their second specialty year. 2 hours weekly class time. 2 Course cr

**NURS 7110b, Advanced FNP/AGPCNP Pharmacology** Elizabeth Cohen

This course is designed to prepare FNP/AGPCNP students to clinically apply pharmacotherapeutics from an advanced practice approach. Students learn to identify the correct pharmaceutical agents for therapy and to develop plans to monitor the results for effectiveness and safety in a variety of advanced practice nursing clinical settings. Students learn multiple methods for obtaining pharmacological information requisite to safely prescribe and monitor effects of their pharmacological selections. Required of all adult/gerontology primary care and family nurse practitioner students in the first year of specialization. Taken concurrently with NURS 6020. The hours per week are determined by the specialty. 1 Course cr

**NURS 7200a, Women's Health I** Sascha James-Conterelli

This course is the first in a series of five didactic courses provided over three terms, which are designed to enable students to develop the necessary knowledge base and problem-solving skills in ambulatory obstetric and gynecologic care. Women's Health I and II are the first courses in that series and focus on the care of essentially healthy individuals. Women's Health I provides foundational material and is required for all nurse-midwifery, women's health nurse practitioner, family nurse practitioner, and adult gerontologic primary care nurse practitioner students in the first year of specialization. 1 Course cr

**NURS 7210a, Women's Health II** Sascha James-Conterelli

This course is the second in a series of five didactic courses provided over three terms which are designed to enable students to develop the necessary knowledge base and problem-solving skills in ambulatory obstetric and gynecologic care. Women's Health I and II are the first courses in that series and focus on the gynecologic and prenatal care of essentially healthy individuals. WH I provides foundational material, and WH II builds upon that foundation, providing greater depth and detail required for the women's health specialist. WH II is required for all nurse-midwifery and women's health nurse practitioner students in the first year of specialization. This course is open to others, with the permission of the instructor. 1 Course cr

**NURS 7220a, Women's Health I and II Advanced Health Assessment and Clinical Practice** Sascha James-Conterelli and Nina Erlanger

This course provides clinical experience in basic ambulatory health care to pregnant and nonpregnant women across the lifespan, focusing on care of essentially normal women. Required of all nurse-midwifery and women's health nurse practitioner students in the first year of specialization. 3 Course cr

**NURS 7230b, Women's Health III** Loren Fields

This course is designed to build competencies in gynecologic/reproductive/sexual health care from adolescence through menopause. Building on the foundational content and competencies introduced in the previous semester, this course focuses on the evaluation and management of more complex gynecologic/reproductive/sexual health conditions. Through the process of working with this content, students will also engage with a variety of advanced practice nursing competencies such as appraising evidence and ways of knowing to formulate and defend an approach to practice; fostering caring relationships; employing context driven, advanced reasoning to the diagnostic and decision making processes; and facilitating complex conversations and decisions with patients. This course is required for all nurse-midwifery, women's health nurse practitioner, family nurse practitioner, and adult/gerontologic primary care nurse practitioner students in the first year of specialization. Open to others, with the permission of the instructor. Two hours per week for 8 weeks. 1 Course cr

**NURS 7235a, Childbearing Care I** Erin Morelli

This course prepares students to care for patients during the intrapartum, postpartum, and lactation periods of the childbearing cycle. Students also learn about the normal neonate. Online and in-person lectures of fifteen hours and skills labs are utilized. Required of all nurse-midwifery students in the first year of specialization. Prerequisite: completion of all GEPN courses or R.N. license. 1 Course cr

**NURS 724ob, Women's Health IV** Tamika Julien

This course is designed to build competencies in antepartum care. Building on the foundational content and competencies introduced in the previous term, this course focuses on the outpatient monitoring and management of common complications that can occur in pregnancy. Students also engage with a variety of additional advanced practice nursing competencies such as legal and professional practice issues, improving health literacy, and counseling patients around complex decisions. Required of all nurse-midwifery and women's health nurse practitioner students in the first year of specialization. 1 Course cr

**NURS 725ob, Women's Health III and IV Clinical Conference** Staff

This course provides a group space for students to process and reflect on the experiences and learning that is occurring in their outpatient clinical courses and clinical practice rotations. This course is required for all nurse-midwifery and women's health nurse practitioner students in the first year of specialization and is taught concomitantly with the didactic courses 7230 and 7240. 1 Course cr

**NURS 726ob, Childbearing Care II** Michelle Telfer

This course introduces theory, skills, and management of the well woman during the intrapartum and postpartum periods. Care of the healthy newborn is also explored. Emphasis is on supporting normal physiologic birth and the transition to motherhood. Theory and evidence-based practice are presented through regularly scheduled class sessions, seminars, and problem-based learning case studies. Required of all nurse-midwifery students in the first year of specialization. 2 Course cr

**NURS 727ob, Childbearing Care II Clinical Practice** Staff

Students are provided with supervised clinical experience in labor, birth, newborn, and postpartum care. Students have twelve hours of clinical practice per week for twelve weeks and attend clinical conference for one hour per week. The clinical seminar serves as a forum for students to explore issues encountered in clinical practice. Required of all nurse-midwifery students in the first year of specialization. 3 Course cr

**NURS 728oa, Women's Health V** Loren Fields

This course is designed to build competencies in antepartum and gynecologic care. Building on the content and competencies introduced in previous terms, this course focuses on the evaluation and management of complex gynecologic conditions and antepartum complications. Through the process of working with this content, students also engage with a variety of additional advanced practice nursing competencies such as ethical decision making, legal and professional practice issues, translating research evidence into evidence-based practice, and counseling patients around complex decisions. This course is required for all nurse-health nurse practitioner students in the second year of specialization. Two hours per week. 2 Course cr

**NURS 729oa, Women's Health V Clinical Conference** Staff

This course provides a group space for students to process and reflect on the experiences and learning that is occurring in their outpatient clinical courses and clinical practice rotations. This course is required for all nurse-midwifery and women's health nurse practitioner students in the second year of specialization and is taught concomitantly with the didactic course N7280. 1 Course cr

**NURS 7300a, Childbearing Care III** Jessica Stanek

This course focuses on advanced theoretical concepts and comprehensive management of the pregnant woman with at-risk pregnancies or comorbid health problems. Recognition of newborn health problems and initial management are explored. Complex health issues are analyzed through regularly scheduled class sessions, seminars, assignments, and problem-based learning case studies. Management includes triage, prenatal, birth, and postpartum emergencies; and perinatal loss. Emphasis is on collaboration within multidisciplinary teams. Required of all nurse-midwifery students in the final year. 2 Course cr

**NURS 7310a, Childbearing Care III Clinical Practice** Staff

Students focus on providing increasingly complex intrapartum, postpartum, and newborn care as members of a multidisciplinary team in diverse settings. Students have twelve hours of clinical practice per week for twelve weeks and attend clinical conference for one hour per week. The clinical seminar serves as a forum for students to explore issues encountered in clinical practice. Required of all midwifery students in the final year. Prerequisite: students must be certified in neonatal resuscitation through the American Academy of Pediatrics course. 3 Course cr

**NURS 7312c, Global Midwifery: Uganda** Michelle Telfer

This seminar course is a precursor to the Summer Global Midwifery Clinical: Uganda (NURS 7314). It is an introduction to maternal and newborn global health issues including understanding the global burden of disease and morbidity and mortality affecting women and newborns. Building on NURS 7200–7240, 7235, 7260, 7270, the seminar develops the student's capacity to provide full-scope midwifery care for women and neonates in a low-resource setting. Introduction to country-specific prevalent tropical diseases and infections is covered, including their identification, treatment, and complications in pregnancy and childbirth. Historical, sociopolitical, economic, and cultural context is covered. Predeparture preparation with respect to personal health, travel safety, and anticipated ethical challenges is included. The Acholi language is introduced, and students are expected to master some basic phrases. Course meets one hour weekly. 1 Course cr

**NURS 7314c, Global Midwifery Clinical: Uganda** Michelle Telfer

This clinical course is the practicum for the seminar Global Midwifery: Uganda (NURS 7312) and runs for six consecutive weeks in the summer. This is an immersive clinical experience in nurse-midwifery that encompasses full-scope clinical experiences (AP, IP, PP, GYN) as well as some tropical medicine/infectious diseases. The experience includes mandatory predeparture skills labs and six weeks in Uganda spent between two locations: Ot Nywal Me Kuc Birth House in Atiak and either Kawempe Hospital in Kampala or Lacor Hospital in Gulu. Yale faculty accompany students, and close preceptorship is provided at all times. Prerequisite: NURS 7312. 4 Course cr

**NURS 7320b or c, Integration of Midwifery Care** Staff

This course is designed to help students assimilate all areas of midwifery practice. It integrates student provision of full-scope care with appropriate clinical supervision, academic support, and clinical support including site preceptors, faculty, school, and library resources. Students continue to refine their ability to provide high-quality, evidence-based, and culturally sensitive care that is safe and professionally accountable. Students are expected to build on the knowledge and skills they have gained in their previous courses at YSN. Required of all nurse-midwifery students in the final year. For

nurse-midwifery and nurse-midwifery/women's health nurse practitioner students, this course must be taken concurrently with NURS 7330, and students must successfully complete all requirements of both courses in order to graduate. Prerequisites: all YSN core courses and all nurse-midwifery core courses. 6 Course cr

**NURS 7330b or c, Integration of Women's Health Care** Staff

This course concentrates on the application of physiologic, developmental, psychosocial, and cultural theories to advanced clinical decision-making, focusing on reproductive and developmental health issues for women from adolescence to senescence. Required of all nurse-midwifery and women's health nurse practitioner students in the final year of specialization. For nurse-midwifery and nurse-midwifery/women's health nurse practitioner students, this course must be taken concurrently with NURS 7320, and students must successfully complete all requirements of both courses in order to graduate. Prerequisite: successful completion of all courses required for the first, second, and third terms of the specialty. 6 Course cr

**NURS 7335b or c, Women's Health Primary Care Clinical** Sarah Lipkin

Women's health nurse practitioner students are provided with supervised introductory clinical experience in adult primary care including the care of male patients. The emphasis of this clinical experience is on managing health promotion and common acute and chronic health problems. Students learn appropriate recognition, management, and referral of common medical conditions as they present in the outpatient setting. Examples of common health problems are: chronic and acute skin conditions, upper respiratory infections, asthma, hypertension, hyperlipidemia, thyroid, diabetes, headaches, and mood disorders. Additionally, students incorporate the primary care foundations of health promotion, risk assessment, disease prevention, and counseling. Required of all women's health nurse practitioner students. The course may be completed in any term of the year depending on clinical site availability. 2 Course cr

**NURS 7340b, Midwifery and Women's Health Pharmacology** Loren Fields

This portion of the advanced clinical pharmacology course is designed to prepare students in the midwifery and women's health specialties to clinically apply principles of pharmacotherapy in the management of gynecologic/reproductive/sexual and primary health care conditions. Through employing the World Health Organization's person-drug (p-drug) process, series of selected case studies, and online and class discussion, students learn of responsible prescribing, including identifying when medication treatment is appropriate, choosing the best medicines for therapy, and monitoring the efficacy and safety of medicines. This course is required for all nurse-midwifery and women's health nurse practitioner students in the first year of specialization. Open to others with the permission of the instructor. Fifteen hours of content is presented over the course of the semester. 1 Course cr

**NURS 7400a, Advanced Pediatric Health Assessment and Clinical Reasoning** Nancy Banasiak and Wendy Mackey

This course is designed to enhance the student's pediatric health assessment skills and to introduce the student to the primary care of children from infancy through adolescence. Key aspects of assessment, health promotion, and disease prevention in culturally diverse pediatric populations are discussed. Clinical applications of evidence-based practice guidelines in the care of children are reinforced through laboratory and simulation experiences. Through this course, students also participate

in Interprofessional Longitudinal Clinical Experience (ILCE) learning in collaboration with the Yale Schools of Medicine (including the Physician Associate Program) and Public Health in focus areas pertinent to the health history and institutional/structural barriers to effective health care. Required of all pediatric nurse practitioner students in the first year of specialization. 3 Course cr

**NURS 7410a, Individual and Family Development during Childhood** Monica Ordway

This course focuses on a critical overview of conceptual and theoretical perspectives on individual development from infancy through adolescence and family development. Sociocultural, ethnic, gender, environmental, and political factors that influence individual and family development are reviewed and evaluated. Discussions focus on transitions from infancy to adolescence. Assessment of family functioning, strengths, and vulnerabilities is presented from clinical and research perspectives. Selected family issues are analyzed within theoretical, clinical, and policy perspectives, and issues of particular significance for evidence-based advanced nursing are stressed. This course is required of all family and pediatric nurse practitioner students in the first year of specialization. Open to other students with permission of the instructor. 1½ Course cr

**NURS 7420a, Primary Care and Health Promotion of Children I** Martha Swartz

This course is designed to introduce the student to the primary care of children from infancy through adolescence. Key aspects of health promotion and disease prevention in culturally diverse pediatric populations are discussed within the context of the national health agenda. Health risks and behaviors are explored to determine culturally sensitive interventions. Clinical applications of concepts, theories, current health policies, and evidence-based best-practice guidelines related to well-child care are presented. Required of all family and pediatric nurse practitioner students in the first year of specialization. Open to others with permission of the instructor. 2 Course cr

**NURS 7430a, Primary Care of Children I Clinical Practice** Elyse Borsuk

This course provides clinical experience in well-child care and management of common pediatric problems in a variety of primary care settings. Students provide primary health care, acute care, and beginning case management for pediatric patients in the context of their families. Required of all pediatric nurse practitioner students in the first year of specialization. Five hours of clinical practice weekly (76 hours) and 14 hours of clinical conference. 2 Course cr

**NURS 7440a, Primary Care of Adolescents** Alison Moriarty Daley

This course is designed to provide the student with a conceptual model for assessing normal psychological and physiological adolescent development, an understanding of the clinical relevance of basic deviations from normal development, and an understanding of the diagnosis and clinical care of adolescents in primary care settings. Required of all adult/gerontology primary care, family, and pediatric nurse practitioner students in the first year of specialization. Open to others with permission of the instructor. 2 Course cr

**NURS 7450a or b, Primary Care of Adolescents Clinical Practice** Alison Moriarty Daley

This course is designed to aid the student in gaining elementary skills in the assessment of adolescent development, both physiological and psychological; in the recognition and management of deviations from normal development and health status; and in

intermediate-level skill in the care of adolescents, including health education. Required of all pediatric nurse practitioner primary care students in the second term of the first year of specialization or the first term of the final year. Six hours weekly in a clinical setting and six hours of clinical conference. 2 Course cr

**NURS 7460b, Primary Care of Children II** Nancy Banasiak

This course is designed to focus on the assessment, diagnosis, evidence-based management, and best-practice guidelines for care of children from birth through adolescence for common pediatric health problems. Required of all family and pediatric nurse practitioner students in the first year of specialization. Open to others with permission of the instructor. 2 Course cr

**NURS 7470b, Primary Care of Children II Clinical Practice** Elyse Borsuk

This course provides clinical experience in well-child care and management of common pediatric problems in a variety of primary care settings. Students provide primary health care, acute care, and beginning case management for pediatric patients in the context of their families. Required of all pediatric nurse practitioner primary care students in the first year of specialization. Five hours of clinical practice weekly (76 hours) and 14 hours of clinical conference. 2 Course cr

**NURS 7480a, Primary Care of Children III** Nicole Maciejak

This course provides a forum for discussion of a variety of pediatric conditions encountered in the primary care setting. It focuses on the assessment and management of complex outpatient pediatric problems and the role of the advanced practice nurse in managing these problems. Lectures, discussions, and cases are presented by guest speakers, faculty, and students. Required of all family and pediatric nurse practitioner primary care students in the final year. Prerequisite: NURS 7460. 2 Course cr

**NURS 7490a, Primary Care of Children III Clinical Practice** Jennifer Hill

This course provides clinical experience in advanced pediatric primary care and management, including work with complex families. The student provides health care for children over the course of the year at selected pediatric primary care sites in the community. Required of all pediatric nurse practitioner primary care students in the final year. Five hours of clinical practice per week (75.5 hours) and fifteen hours of clinical conference. Prerequisite: NURS 7470. 2 Course cr

**NURS 7500b, Primary Care of Children IV** Nicole Maciejak

This course provides a forum for discussion of a variety of pediatric conditions encountered in the primary care setting. It focuses on the assessment and management of complex outpatient pediatric problems and the role of the advanced practice nurse in managing these issues. Lectures, discussions, and case studies are presented by faculty and guest speakers. Required class for all final year pediatric and family nurse practitioner students. 2 Course cr

**NURS 7510b, Primary Care of Children IV Clinical Practice** Jennifer Hill

This course provides clinical experience in advanced pediatric primary care and management, including work with complex families. The student provides health care for children over the course of the year in the Primary Care Center, Yale New Haven Hospital, and at selected pediatric primary care sites in the community. Required of all pediatric nurse practitioner primary care students in the final year. Five hours of clinical practice per week (75.5 hours) and twelve hours of clinical conference. Prerequisite: NURS 7470. 2 Course cr

**NURS 7520b, Chronic Health Conditions in Children and Adolescents** Neesha Ramchandani

This course focuses on the pathophysiology and advanced nursing management of chronic health conditions in children and adolescents across settings. Utilizing a systems approach, pathophysiology is reviewed, and then prototype chronic conditions and related evidence-based interventions as well as specialty and primary care management are discussed. Required of all pediatric nurse practitioner students. Two hours per week. 2 Course cr

**NURS 7530a or b, School Health Clinical Practice** Nicole Maciejak

This course is designed to provide an opportunity to develop an advanced practice nursing role in the school setting. Experience is in a school-based clinic where the student provides primary and episodic care to the client population, participates in health education, as well as consults and collaborates with other health and education personnel in the school and community. Required of all pediatric nurse practitioner primary care students in the second term of the first year of specialization or the first term of the final year. Six hours of clinical practice per week and six hours of clinical conference. 2 Course cr

**NURS 7540a / NURS 7541a, Specialty Pediatric Primary Care Clinical Practice I**

Elizabeth Doyle

This clinical practicum provides students with the opportunity to gain additional knowledge and experience in specialty practice areas with relevance to pediatric primary care. The course extends over the final academic year of specialization. Required of all pediatric primary care nurse practitioner students in the final year. Five and one half hours of clinical practice weekly (80 hours) either fall or spring semester and ten hours of clinical conference over fall and spring semesters. 1 Course cr

**NURS 7541a / NURS 7540a, Specialty Pediatric Primary Care Clinical Practice II**

Elizabeth Doyle

This clinical practicum provides students with the opportunity to gain additional knowledge and experience in specialty practice areas with relevance to pediatric primary care. The course extends over the final academic year of specialization. Required of all pediatric nurse practitioner primary care students in the final year. Five and one half hours of clinical practice weekly (80 hours) either fall or spring semester and ten hours of clinical conference over fall and spring semesters. 1 Course cr

**NURS 7550b, Advanced Pediatric Pharmacology** Wendy Mackey

This pharmacology course builds on general principles of pharmacology for advanced practice nurses and is designed to prepare students in the PNP specialties to apply principles of pharmacotherapeutics in the management of children's and adolescents' health. Students learn to identify the correct pharmaceutical agents for therapy and develop plans to monitor the results for effectiveness and safety in the pediatric primary care setting. Required of all pediatric nurse practitioner students in the first year of specialization. Open to others with permission of the instructor. Two hours per week. 1 Course cr

**NURS 7560b, Specialty Pediatric Acute Care Clinical** Elizabeth Doyle and Nancy Banasiak

This clinical practicum provides students with the opportunity to gain knowledge and experience in a specialty practice area. Under the guidance and supervision of the

preceptor, this direct learning experience provides students the ability to co-manage patients in these specialties. The student participates in (1) collecting comprehensive histories and conducting physical assessments, (2) reviewing laboratory data and other diagnostic findings, (3) forming assessments and plans, and (4) providing patient education. Required of all pediatric nurse practitioner acute care students in the first year. Eight hours per week in a clinical practice for fifteen weeks and one hour per week of clinical conference. 3 Course cr

**NURS 7605a or b, Psychopathology: Diagnosis and Clinical Reasoning** Staff

This foundational course examines the major psychiatric disorders commonly seen across the lifespan. Students will integrate a broad spectrum of resources based in modern neuroscience, developmental psychology, and public health to gain an understanding of the complex interactions that impact the wellness/illness continuum and guide the diagnostic process and decision making. Students will enhance their skills of differential diagnosis within the context of an individual's unique biologic, psychosocial, cultural, spiritual and structural determinants of health. 3 Course cr

**NURS 7615c, Psychotherapeutic Interventions I: Principles and Theory** Staff

This is the first course in a series of three courses which examines the theory and practice of psychotherapeutic interventions across the lifespan. This course weaves together comprehensive mental health assessment and communication strategies across the lifespan while developing and sustaining therapeutic alliance. Students will learn to compare therapeutic interventions from major schools of psychotherapy and apply interventions matched to client preferences, symptoms/disease, and context. Students will develop awareness of their own self and to practice critical self-reflection in their delivery of therapeutic interventions. 2 Course cr

**NURS 7625c, Skills I: PMHNP Role Development** Staff

This is the first course in a two-course series which focuses on foundational knowledge and skills for PMHNP role development and psychiatric assessment. It introduces the student to self reflective practice and principles of psychotherapeutic care. Students will learn techniques for establishing and maintaining a therapeutic alliance and conducting psychiatric assessment with individuals across the lifespan. 1 Course cr

**NURS 7626b, Skills II: Clinical Decision Making and Treatment Planning** Staff

This course is the second in a two-course series and focuses on case formulation and treatment planning for PMHNP practice. Using case-based learning and simulation, students will acquire the ability to develop biopsychosocial spiritual, cultural and structural formulations and treatment plans in a shared-decision making model for individuals with mental health disorders across the lifespan. Students will engage in comprehensive risk assessment and risk formulation. Students will also learn to effectively communicate formulations and plans of care to an interprofessional team. This course is pending course approval. 1 Course cr

**NURS 7630a, Psychiatric–Mental Health Clinical Practice across the Lifespan I**

Carissa Tufano

The goal of this two-term practicum is to provide the student with an opportunity to develop clinical skills with individuals and family across the lifespan. While in psychiatric clinical settings, students apply skills including holistic physical and mental health assessment, formulate differential diagnosis, plan and implement developmentally appropriate psychiatric nursing interventions, and evaluate

interventions and outcomes with children, adolescents, adults, older adults, and their families. Emphasis is placed on application of a variety of population-specific assessment skills and use of differential diagnosis, and a beginning utilization of pharmacologic and psychotherapeutic treatment methods with individuals, groups, and families. Clinical experiences require the student to synthesize knowledge from courses, supplemental readings, clinical seminars, and practice experiences. Students are assigned to psychiatric clinical placement on the basis of development of competencies, previous clinical experiences, and interests. Required of all psychiatric-mental health nurse practitioner students in the first year of specialization. This course may be taken concurrently with didactic first-year PMH specialty course work. Primary placement supervision seminar meets two hours per week. Outplacement supervision seminar meets one hour per week. 4 Course cr

**NURS 7635b or c, Psychopharmacologic Interventions I: Foundations in Psychopharmacology** Allison Underwood

This is the first course in a series of three to prepare the PMHNP student for the prescribing of psychotropic medication to treat mental disorders in individuals across the lifespan. It provides the foundational knowledge of the major classes of psychotropic medication, the disorders they treat, and the neurobiology necessary to understand the actions of drugs on the brain. The student will learn the role of the advanced practice provider in prescriptive practice, incorporating evidence based, person-centered care. Successful completion of NURS 7605 Psychopathology Diagnosis and Clinical Reasoning 2 Course cr

**NURS 7680a, Clinical Outcome Management in Psychiatric-Mental Health Nursing** Susan Boorin

The provision of mental health services is determined by many factors including policy, public demand, research evidence, ideas among general practitioners and mental health professionals, and the financial pressures under which purchasers and providers of services work. These groups often have widely disparate views about the nature of mental disorders and their most appropriate interventions. In providing services to individuals, families, groups, systems, and organizations, the advanced practice psychiatric nurse functions as clinician, consultant, leader, educator, and researcher in the analysis of critical issues important to decision-making and intervention. The assumption underlying the course is that all advanced practice mental health services should be fundamentally theoretical and evidence-based. In this course students define clinical problems and system implications, use technology to identify clinical and research evidence, and critically analyze the evidence. Based on this analysis they devise and present realistic plans for intervention in the clinical setting and write an evidence-based review paper summarizing the results. Discussion about what constitutes the best available evidence to clarify decision-making with regard to a variety of mental health and health promotion needs is addressed. Required of all psychiatric-mental health nurse practitioner students in the final year. Two hours per week. 2 Course cr

**NURS 7690b, Group Psychotherapy** Staff

This course examines methods and major conceptual frameworks of group psychotherapy, especially Yalom's group therapy model. Emphasis is placed on the application of theory to the clinical realities of groups encountered in various inpatient and outpatient settings. This course examines various group treatment modalities and how they are useful in different psychiatric disorders and settings.

The course demonstrates how group treatment choices are made through patient assessment; diagnosis; and cognitive, cultural, individual, and pharmacological considerations. Knowledge of group dynamics and systems theory is reviewed through the current literature and research. The lab portion of this course offers the opportunity for students to have a task group experience and examine group norms, process, communication patterns, roles, subgroups, stages of group development, and styles of leadership. Required of all psychiatric-mental health nurse practitioner students in the final year. One hour per week in class and 1.5 hours per week in clinical lab activities.

1½ Course cr

**NURS 7700a, Psychiatric–Mental Health Clinical Practice across the Lifespan III**

Staff

The aim of the fall-term, second-year clinical practicum is to promote development of clinical and leadership skills required for advanced professional practice across the lifespan in psychiatric-mental health nursing. Building on first-year clinical skills, students are expected to choose, implement, and evaluate advanced assessment and differential diagnostic reasoning skills, psychotherapeutic (e.g., group, individual, family) techniques, and psychopharmacological interventions with children, adolescents, adults, older adults, and their families in a variety of psychiatric clinical settings. Ethnic, gender, and developmentally appropriate therapeutic, educational, and supportive intervention strategies are implemented for patients across the lifespan. Students are expected to collaborate with other health care providers in the care of their patients. Health promotion and disease prevention strategies are examined and prioritized in relation to promoting mental and physical health with ethnically diverse individuals, groups, and families. Role delineation, ethical and legal responsibilities, and clinical expectations related to prescriptive authority, evidence-based decision-making, anticipatory guidance, and therapeutic psychiatric-mental health nursing care are explored. Required of all psychiatric-mental health nurse practitioner students in the final year. Clinical supervision seminar meetings two hours per week. Prerequisites: first-year clinical and didactic requirements. 6 Course cr

**NURS 7710b, Psychiatric–Mental Health Clinical Practice across the Lifespan IV**

Staff

The aim of this final-term, second-year clinical practicum is to provide a clinical immersion experience with a specific patient population. Building on and enhancing the competencies of NURS 7700, the emphasis of the course is on the integration and application of leadership, ethics, patient safety, quality improvement, systems, and care delivery principles in advanced practice psychiatric-mental health nursing. This course builds on the knowledge and competencies acquired throughout the program of study and the required clinical practica. Students gain increased competency and demonstrate increased accountability in the provision of comprehensive psychiatric-mental health care in the designated clinical site(s). Students expand practice experiences to include leadership and indirect clinical activities (e.g., consultation, supervision, or education; understanding of organizational systems and structures, policy and systems issues, and the professional advanced practice nursing role; collaboration and leadership) within their practice sites. Required of all psychiatric-mental health nurse practitioner students in the final year. Clinical supervision seminar meets two hours per week. Prerequisites: first-year clinical and didactic requirements. 6 Course cr

**NURS 7720b, Applied Psychopharmacology across the Lifespan** Lindsay Powell

This elective course builds on NURS 7670 and is designed to facilitate student expertise and confidence in prescribing the major categories of psychiatric medications to patients across the lifespan. The course is divided into eight major topic areas: antipsychotic, antidepressant, anti-anxiety, mood-stabilizing, hypnotic, stimulant, cognitive enhancement, and substance use treatment medications used in the treatment of psychiatric disorders across the lifespan. The concepts of sleep disruption, personality function, and pain management are integrated into each topic area. Each topic area includes two class sessions. The first reviews the biological mechanisms of action, common adverse events, drug-drug and drug-nutrient interactions, safety issues, and monitoring implications of the psychopharmacology category. The second is case-based, using real-life, interactive, web-based cases for group problem solving and consensus building regarding the most appropriate psychopharmacological course of treatment incorporating legal-ethical and bio-psycho-social-cultural-spiritual components of care. Upon completion, students will be prepared to complete Phase 1 of the Neuroscience Education Institute's Master Psychopharmacology Program. Suggested for psychiatric-mental health nurse practitioner students in the final year. Two hours per week. 2 Course cr

**NURS 7785c, Psychiatric-Mental Health Clinical Practice I** Staff

This is the first clinical practicum in a series of four practicums that aim to develop the clinical and leadership skills required for advanced psychiatric mental health nursing practice. In the first clinical practicum, emphasis is placed on advanced practice nursing role development, formation of reflective practice and self-care strategies, clinical problem identification, applying ethical principles to care delivery and increasing understanding of working in systems of care. Students will gain experience working with individuals, groups, and families across the lifespan and as part of collaborative care teams. Students are assigned to psychiatric clinical placements on the basis of competency development, previous clinical experience, and interests. Students will use the clinical case conference format to integrate and apply clinical skills. Clinical case conference meets 2 hours per week with PMHNP faculty. *This course is pending course approval.* 2 Course cr

**NURS 7786b, Psychiatric-Mental Health Clinical Practice II** Staff

This is the second clinical practicum in a series of four practicums that aim to develop the clinical and leadership skills required for advanced psychiatric mental health nursing practice. In the second clinical practicum, emphasis is placed on performing and documenting focused mental health assessments, diagnosing mental health problems, and beginning utilization of evidence-based therapeutic and educational interventions within a biopsychosocial and structural framework. Students are expected to coach patients, groups, and families on self-care management strategies, identifying community partnerships, and describe system initiatives to improve care. In their clinical setting, students will provide care for individuals, groups and families across the lifespan with uncomplicated (1-2 diagnoses) presentations. Students are assigned to psychiatric clinical placements on the basis of competency development, previous clinical experiences, and interests. Students will use the clinical case conference format to integrate and apply clinical skills. Clinical case conference meets 2 hours per week with PMHNP faculty. *This course is pending course approval.* 4 Course cr

**NURS 7800a, Advanced Health Assessment in Adult/Gerontology Acute Care**

Brenda White

This course concentrates on development of a systematic methodology of identifying acutely and critically ill patients' needs for health care. Patient history taking, physical examination, diagnostic studies and interpretation, interpretation of advanced hemodynamic and oxygenation monitoring, analysis of medical diagnoses, documentation, and student case presentations form the basis for this clinical/seminar course. Select clinical problems of patients in acute and critical care adult/gerontology settings are studied in the context of student case presentations, clinical practicum, and simulations. Required of all adult/gerontology acute care nurse practitioner students in the first year of specialization. Prerequisites: NURS 5040 and NURS 5041; or NURS 6000. 3 Course cr

**NURS 7810a, Advanced Diagnostics in Acute Care** Allison Cable

This course provides comprehensive content necessary in the assessment of the acutely or critically ill patient. Emphasis is on examination of the cardiovascular and respiratory systems, based on complex interpretations from laboratory and technological findings. Required of all adult/gerontology acute care nurse practitioner students in the first year of specialization. The electrocardiographic (ECG) components of the course may be taken as an elective by students in any specialty who have an interest in ECG interpretation. Three hours per week for fifteen weeks. 3 Course cr

**NURS 7820a, Critical Care Clinical Immersion** Brenda White

The focus of this practicum is comprehensive management of a caseload of patients with adult/gerontology acute care chronic and/or acute complex conditions. Emphasis is on prediction of common patient problems, formulation of management protocols, and generation of research questions. Required of all adult/gerontology acute care nurse practitioner students in the first year of specialization; students may request to exempt out as determined by faculty review of a clinical portfolio and competency. 3 Course cr

**NURS 7830b, Pathophysiology and Management of Adult/Gerontology Acute Care Health Problems I** Mary-Ann Cyr

This course provides a basis for predicting the vulnerability for common cardiovascular, respiratory, hematologic, renal, and neurological clinical problems that occur as a result of illness or outcome of treatment in adult and geriatric patients. Assessment, management, and evaluation are emphasized. Normal physiology, pathophysiology, and pharmacological management of these conditions are included. Required of all adult/gerontology acute care nurse practitioner students in the first year of specialization. 4 Course cr

**NURS 7840b, Adult/Gerontology Acute Care Clinical Practice I** Allison Cable

This practicum and seminar in the care of acutely, critically, and complex chronically ill adult and geriatric patients provides students with direct care experiences. The focus is on assessment and management. Critical thinking, clinical analysis of patient data, formulation of differential diagnoses, and planning of care are emphasized. Clinical seminars focus on case presentation by students. Required of all adult/gerontology acute care nurse practitioner students in the first year of specialization. Eight hours of clinical practice plus one hour of seminar per week. Prerequisites: NURS 5040 and NURS 5041, or NURS 6000; and NURS 7800 and NURS 7810. 3 Course cr

**NURS 7850a, Pathophysiology and Management of Adult/Gerontology Acute Care Health Problems II** Mary-Ann Cyr

This course provides a basis for predicting the vulnerability for common clinical problems in acute care patients. These include trauma and endocrine, hepatic, gastrointestinal, infection/sepsis, and end-of-life problems that occur as a result of illness or outcome of treatment. Assessment, management, and evaluation are emphasized. Normal physiology, pathophysiology, and pharmacological management of these systems are included. Required of all adult/gerontology acute care nurse practitioner students in the final year. Prerequisites: NURS 5040 and NURS 5041, or NURS 6000; and NURS 7800, NURS 7810, and NURS 7830. 4 Course cr

**NURS 7860a, Adult/Gerontology Acute Care Clinical Practice II** Darcy Ulitsch

The first term of a yearlong (with NURS 7870) practicum that provides students with clinical experience in data-gathering techniques, diagnostic reasoning, management of acute and chronic health problems, application of technology in patient care, consultation, collaboration, health promotion, and risk factor modification. This course builds upon the foundational objectives successfully met in NURS 7840. The differential diagnosis and treatment of complex health problems commonly seen in acutely ill adult/gerontology patients are stressed, with special emphasis on conditions presented in NURS 7830 and NURS 7850. The focus is on those acute illnesses with a predictable course and established treatment approaches. Students have the opportunity to manage a caseload of patients from admission through discharge, as well as follow patients on an outpatient basis. A two-hour weekly clinical conference addresses acute care clinical issues and includes simulation activities. Required of all adult/gerontology acute care nurse practitioner students in the final year. Preceptors are APRNs, PAs, and physicians. Twenty-four hours per week in an acute care setting for fifteen weeks. 8.3 Course cr

**NURS 7870b, Adult/Gerontology Acute Care Clinical Practice III** Darcy Ulitsch

The second term of a yearlong (with NURS 7860) practicum that provides students with clinical experience in data-gathering techniques, diagnostic reasoning, management of acute and chronic health problems, application of technology in patient care, consultation, collaboration, health promotion, and risk factor modification. This course builds upon the foundational objectives successfully met in NURS 7840. The differential diagnosis and treatment of complex health problems commonly seen in acutely ill adult/gerontology patients are stressed, with special emphasis on conditions presented in NURS 7830 and NURS 7850. The focus is on those acute illnesses with a predictable course and established treatment approaches. Students have the opportunity to manage a caseload of patients from admission through discharge, as well as follow patients on an outpatient basis. A two-hour weekly clinical conference addresses acute care clinical issues. Required of all adult/gerontology acute care nurse practitioner students in the final year. Preceptors are APRNs and physicians. Twenty-four hours per week in an acute care setting for fifteen weeks. 8.3 Course cr

**NURS 7880b, Advanced Acute Care Pharmacology** Allison Cable

This course is designed to prepare students to clinically apply pharmacotherapeutics from an advanced practice approach. Students learn to identify the correct pharmaceutical agents for therapy and to develop plans to monitor the results for effectiveness and safety in a variety of advanced practice nursing clinical settings. Students learn multiple methods for obtaining pharmacological information requisite

to safely prescribe and monitor effects of their pharmacological selections. Required of all adult/gerontology acute care nurse practitioner students in the first year of specialization. Taken concurrently with NURS 6020. The hours per week are determined by the specialty. 1 Course cr

**NURS 7910a, Advanced Acute and Critical Care Diagnostics for Pediatrics** Lauren Flagg and Wendy Mackey

This course focuses on the assessment and diagnostic skills required to care for acute, complex, and critically ill children from infancy to adolescence. Emphasis is on the assessment of the respiratory system, cardiovascular system, and metabolic acid-base abnormalities. Students examine the appropriate selection, interpretation, and application of diagnostic and laboratory testing. Required of all pediatric nurse practitioner acute care students in the first year of specialization. Two hours per week for fifteen weeks. Prerequisite: NURS 6000. 2 Course cr

**NURS 7912a, Acute Care of Children I** Lauren Flagg

This course, the first of two didactic courses, examines specific clinical problems of acutely, critically, and chronically ill patients from infancy through adolescence. Emphasis is on pathophysiology, critical assessment strategies, diagnosis, and management including pharmacology of emergent health care problems within an interdisciplinary, family-centered model of care. This course also explores the scope of practice of pediatric nurse practitioners in meeting the needs of children with complex acute and critical conditions. Required of all pediatric nurse practitioner – acute care students in the final year. Two hours per week. 2 Course cr

**NURS 7914a, Acute Care of Children I Clinical** Lauren Flagg

This practicum, the first of two clinical courses, provides students with direct learning experiences in the coordination and delivery of advanced care from infancy through adolescence in a pediatric acute care setting. The focus of this course is on learning to assess, diagnose, and manage acute conditions and illnesses encountered in the pediatric acute care population. Under the guidance and supervision of the preceptor, the student develops advanced clinical skills, explores evidence-based research, and creates plans of care within the context of their patient's culture and environment. Required of all pediatric nurse practitioner – acute care students in the final year. Twelve hours per week in a clinical setting and 1.5 hours per week of simulation/clinical conference. Prerequisite: NURS 7910. 4½ Course cr

**NURS 7916b, Acute Care of Children II** Lauren Flagg

This course, the second of two didactic courses, continues to examine specific clinical problems of acutely, critically, and chronically ill patients from infancy through adolescence. Emphasis is on pathophysiology, critical assessment strategies, diagnosis, and management including pharmacology of emergent health care problems within an interdisciplinary, family-centered model of care. This course also explores the scope of practice of pediatric nurse practitioners in meeting the needs of children with complex acute and critical conditions. Required of all pediatric nurse practitioner – acute care students in the final year. Two hours per week. Prerequisites: NURS 7912 and NURS 7914. 2 Course cr

**NURS 7918b, Acute Care of Children II Clinical** Lauren Flagg

This practicum, the second of two clinical courses, provides students with direct learning experiences in the coordination and delivery of advanced care from infancy

through adolescence in a pediatric acute care setting. The clinical setting differs from the first-term experience. The focus of this course is on learning to assess, diagnose, and manage acute conditions and illnesses encountered in the pediatric acute care population. Under the guidance and supervision of the preceptor, the student develops advanced clinical skills, explores evidence-based research, and develops plans of care within the context of their patient's culture and environment. Required of all pediatric nurse practitioner – acute care students in the final term. Sixteen hours per week in a clinical setting and two hours per week of simulation/clinical conference. Prerequisites: NURS 7912 and NURS 7914. 6 Course cr

**NURS 9515b, Clinical DNP Practicum I** Elizabeth Molle

This course is the first in a series of three Clinical DNP Practica in which students gain experience in preparing for, developing, implementing, evaluating, and disseminating their DNP projects. In this first practicum course, students begin to engage and work with experts in the healthcare systems and agencies where they will conduct their projects. Students work with their outside experts and designated agency personnel to identify the systems opportunities and challenges related to project implementation and develop a plan to address them. This practicum prepares DNP students for the systems interactions involved in planning and executing clinical projects. The expected outcomes are: (1) an agreement with the agency for DNP project implementation, (2) engagement and planning activities with agency personnel involved in requisite protocols for project implementation, and (3) development of a relationship with an external expert. The expected outcomes are a signed agreement from their external expert, and a finalized written plan for DNP project implementation. This contains the plan for meeting all requisite protocols required by the agency, including appropriate human subject protocols. This course is required for all Clinical DNP students after successful completion of the year two fall term. 3 Course cr

**NURS 9525a, Clinical DNP Practicum II** Joan Combellick

This course is the second in a series of three Clinical DNP Practica in which students gain experience in preparing for, developing, implementing, evaluating, and disseminating their DNP projects. In this second practicum, students implement their DNP projects in the healthcare system or agency where they have completed the first Clinical DNP practica. They consult with their outside mentors/experts to execute their written plan as developed in Clinical DNP Practicum II. The expected outcome is completion of the implementation phase of their project. This course is required for all second year Clinical DNP students after successful completion of the Spring semester Year 2. 5 Course cr

**NURS 9535b, Clinical DNP Practicum III** Joan Combellick

This course is the third and final in a series of three Clinical DNP Practica in which students gain experience in preparing for, developing, implementing, evaluating, and disseminating their DNP projects. In this final practicum, students evaluate and disseminate their DNP project implementation findings. They develop a plan with their outside mentors/experts to disseminate DNP project findings to the healthcare system or agency where the project was implemented. This includes recommendations for scaling and sustainability. The expected outcome is completion of the final DNP project phases: evaluation and dissemination. This course is required for all Clinical DNP students after successful completion of Fall semester Year 3. 4 Course cr

**NURS 9570a, Evidence for the Doctor of Nursing Practice** Elizabeth Molle and Rhoda Redulla

This course reviews research methods and statistics and explores the nature of evidence as it relates to the discipline of nursing. Literature and evidence within and outside of nursing are critically appraised for translation to and evaluation of practice. Students are expected to select a phenomenon of interest and to critically review and synthesize evidence from diverse sources (literature, research, and population-based health data) to address the phenomenon. Required of all D.N.P. students in the first year.

3 Course cr

**NURS 9600a and NURS 9601b, Clinical Inquiry Seminar I** Rhoda Redulla

This seminar for the Clinical DNP student supports the initial development of the Clinical Area of Inquiry separate from the DNP Project proposal. Topics discussed in the seminar include: the structure and process of clinical knowledge development and translation, assessing existing evidence in relationship to current clinical practices and processes of change, identification of factors to ensure effective clinical implementation, and approaches to clinical scholarship development including communication and expression. Seminar outcomes include an individualized Clinical Area of Inquiry plan, summary of inquiry activities completed, and a project proposal identifying and clarifying the focus and site for the DNP project as separate from the area of Clinical Inquiry. This course is required for all first year Clinical DNP students. ½ Course cr per term

**NURS 9610a, Clinical Inquiry Seminar II** Joanne Iennaco

The Clinical Inquiry Seminar II accounts for completed activities, and planning next steps in the Clinical Area of Inquiry identified in the initial course, N9600/N9601 Clinical Inquiry Seminar I. Seminar discussion explores dissemination planning and examines completion of inquiry activities and their application to the DNP essential competencies in understanding and innovating delivery of care in health care systems. Outcomes include integrating focused area of DNP expertise by mapping the clinical focus area competencies to Clinical DNP program projects and experiences. Required of all Clinical DNP students after the successful completion of year one of the Clinical DNP Program. 1 Course cr

**NURS 9620b, Clinical Inquiry Seminar III** Joanne Iennaco

The Clinical Inquiry Seminar III synthesizes the clinical area of inquiry activities identified in N9600 & N9610 Clinical Inquiry Seminar I & II. Seminar discussion examines completion of the DNP essential competencies in understanding and innovating delivery of care in health care systems. Outcomes include integrating focused area of DNP expertise by mapping the clinical focus area competencies to Clinical DNP program projects and experiences. Required of all Clinical DNP students in their final term. 2 Course cr

**NURS 9630a, Moving Health Care Forward: Innovation and Implementation** David Vlahov

This course focuses on theories and methods of innovation in health care as well as models of change and implementation. Includes a review of the principles of transformational leadership as they relate to thought leadership and practice in health care. Students explore innovation and implementation science and practice from the

organizational systems perspective, informed by the current and relevant literature.

2 Course cr

**NURS 9650a, Clinical Leadership and Finance** Mary Allegra

The intent of this course is to facilitate the development of collaborative leadership skills for advanced practice nurses to improve clinical outcomes and influence the design of high-performing clinical settings in a multicultural society. Theories of leadership, organizational behavior, principles of diversity, inclusion, and equity, and consultative processes are applied to clinical leadership in health care settings. Principles of business and finance are examined in order to analyze, develop, and implement practice-level initiatives. Effective strategies are evaluated for managing the leadership and business factors impacting clinical leadership and patient care. 2 Course cr

**NURS 9670b, Quality and Safety in Health Care Organizations** Mary Allegra

This course provides an overview of theoretical principles and concepts essential to assessing, designing, implementing, and evaluating population-based health projects within and across the health system and other organizations. In this course, students critically examine change, decision-making, evaluation, and management-related theories as a foundation for project planning, implementation, and evaluation of an evidence-based improvement project. Students identify and develop a theory-based project derived from an integrated synthesis of the literature. Students also identify appropriate software, tools, and communication techniques essential for leading an interprofessional team from inception to completion of the project within and across health care systems or other organizations. The tools and processes learned in this course will support work toward the subsequent D.N.P. final project. Required of all D.N.P. students in the first year. 3 Course cr

**NURS 9690c, Uses of Data in Decision-Making** Stephen Burrows

This course provides an overview of health care data and the innovative ways these data can be turned into information for clinical, operational, and financial decision-making. The advent of the electronic medical record has made coded data richer and more readily available for analyses. This course introduces students to the terminology surrounding health care data and databases; data sources; and the practical steps to consider when requesting and analyzing health care data for quality improvement and research. The course provides students the tools to use health care data to assess and improve patient care and outcomes. Several examples of sophisticated analytical methods developed at a large academic medical center are used to illustrate concepts related to population definition, defining episodes of care, and measuring clinical, operational, and financial outcomes. Required of all D.N.P. students in the first year. 2 Course cr

**NURS 9710b, Health Care Policy, Politics, and Process** Ellen Andrews and Deborah Poerio

This course provides an overview of past and current health policy literature and research. It also provides the student with the opportunity to critically analyze basic concepts, principles, and consequences of policy options for achieving selected health services goals across the spectrum of health and health care systems. It is built upon the understanding that health care delivery is the transformation of health science into health service. Students increase their aptitude in the three P's—policy, politics, and process—in order to shape health care delivery changes. Policy, politics, and process occur in organizational, state, tribal, and federal spaces. In this era of sweeping health

reform, it is imperative that students understand the players, the interactions, and the routes to change. The class discusses contemporary policy changes and debates. Students examine a policy relevant to their own work. Required of all D.N.P. students in the second year. 3 Course cr

**NURS 9770b, The Business of Health Care** Mary Ann Camilleri

This course focuses on the synthesis of theoretical and practical principles of economics, financial decision-making, and business in health care systems and organizations. Principles of finance and fiscal management are used to analyze revenue streams, payer sources, reimbursement, and value-based payment models. Budgeting for both short-term operations and long-term strategy is applied to current and emerging health care delivery models. Ethical responsibilities in financial and business decision-making are emphasized, including delivery models focused on population health equity. Business communications and negotiations are practiced and critiqued. Required of all D.N.P. students in the second year. Prerequisites: first-year D.N.P. courses and NURS 9690. 3 Course cr

**NURS 9810a, Organizational/Systems Leadership Development** Mary Ann Camilleri

In this hybrid online and on-campus course, students analyze and apply principles of contemporary leadership and administration. Students develop self-awareness of their leadership abilities and develop a plan to enhance areas for development. Building on previous courses in the D.N.P. program, especially regarding ethics, evidence for practice, and business applications, students analyze case studies in nursing leadership and suggest the best courses of action. The emphasis is on strategic thinking and quality improvement in health care delivery, policy, and regulatory environments. Students are expected to critically examine and integrate selected leadership styles and apply differing approaches to different situations. Required of DNP students in the second year. The course meets essential knowledge of AACN DNP Essential Domains 1, 5, 6, 7, 9 and 10 and includes competencies of nationally recognized professional associations including: ACHE, Healthcare Executive Competencies and AONL Nurse Leader Competencies. 3 Course cr

**NURS 9820a, Organizational/Systems Leadership Development Practicum** Mary Ann Camilleri

This leadership practicum requires students to participate in a mentored leadership initiative in a healthcare setting or related community-based organization, governmental agency, professional or trade association or with local, state, or national policy makers. The expected outcomes are (1) development of a mentor-mentee relationship with an understanding of the respective roles and practices, (2) demonstrated growth in selected leadership competency area(s), (3) delivery of a leadership project/change initiative for the mentor, and (4) for course faculty and each student him/herself, a descriptive log of leadership styles encountered in the practicum experience and self-observation of the student's own evidence-based leadership practice. Required for DNP students in their second year, Fall term. Concurrent with NURS 9810. 1 Course cr

**NURS 9850c, Achieving Population Health Equity** David Vlahov

This course provides a critical overview of the historical and contemporary health and health disparities research, relevant literature, and policies as essential context for understanding how to achieve health equity. The social and biological determinants of health and health disparities are also critically examined in light of political, economic,

cultural, legal, and ethical issues. Selected health and health disparities population-based data are examined as a foundation for explicating how subpopulations experience disparate health across the lifespan. Students examine how past and current policies (state, federal, tribal), politics, population-based data findings, and selected frameworks enhance or act as barriers to achieving health equity with diverse populations, systems, and/or communities. Additionally, students design an organizational policy plan for achieving population health and health equity within a health system, organization, and/or community-based health system. Required of all D.N.P. students in the second year. 2 Course cr

**NURS 9890b, D.N.P. Project: Part 1** Staff

This course is designed to help students integrate D.N.P. course content and practica into their project proposal. Common conceptual framework and models of care are presented. Methods for developing and evaluating D.N.P. projects are discussed. Strategies to establish project working relationships are explored. During this course, draft proposals are reviewed using the Guidelines for Developing and Implementing a D.N.P. Project, with the addition of rubrics for evaluation of the work. Students present their proposal for critique by their project adviser and faculty of record in order to finalize their proposal for presentation and approval. Required of all D.N.P. students in the first year. 2 Course cr

**NURS 9900a, D.N.P. Project: Part 2** Staff

This course is designed to assist students as they integrate D.N.P. course content and clinical practica into a final D.N.P. project proposal. Students are expected to work in concert with their assigned D.N.P. project adviser during the spring term of their second year on the development of their final proposal. Draft proposals are reviewed using the Guidelines for Developing and Implementing a D.N.P. Project, with the addition of rubrics for evaluation of the work. The student is expected to present the proposal for critique by peers, project adviser, and course instructor. Required of all D.N.P. students in the second year. Three hours per week. 2 Course cr

**NURS 9980a and NURS 9981b, Leadership Immersion Practicum** Ron Yolo

The Leadership Immersion is a yearlong, mentored experience in which students apply relevant knowledge to an evidence-based experience culminating in a final D.N.P. project in NURS 9990/NURS 9991. Students employ effective communication and collaboration skills to influence improved health care quality and safety and to negotiate successful changes in care delivery processes within and/or across health and health care systems and organizations. Students complete the immersion under guidance of the site mentor, who will be a member of the nursing faculty D.N.P. project adviser/committee under the leadership of the D.N.P. project chair and the D.N.P. director. Required of all D.N.P. students in the final year. 225 practicum hours. Prerequisites: successful completion of all required theoretical and D.N.P. project courses as well as an approved D.N.P. project proposal. 2½ Course cr per term

**NURS 9990a and NURS 9991b, D.N.P. Project: Evidence-Based Practice Change**

Ron Yolo

Students apply relevant knowledge to an evidence-based, yearlong experience culminating in a final D.N.P. project manuscript, which will be submitted for publication. The D.N.P. project includes critical review and integration of relevant literature/research that provides support of the identified population-based health issue or problem, as well as at least one policy and/or evidence-based strategy that has the

potential to address that health issue or problem. Required of all D.N.P. students in the final year. 2½ Course cr per term