



THE CATHOLIC UNIVERSITY OF AMERICA

Catalog Announcements - 2015-2016

School of Nursing



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Officers of Instruction

Faculty

Patricia McMullen, Ph.D., J.D., RN,
CNS, WHNP-BC (Women's Health
Nurse Practitioner), FAANP

Ordinary Professor and Dean,
Chief Administrative Officer

Janice Griffin Agazio, Ph.D., RN,
CRNP, (Pediatric Nurse Practitioner),
FAANP, FAAN (LTC, USA, RET)

Ordinary Professor
and Assistant Dean for Doctoral
Programs

Patricia Connor Ballard, Ph.D., RN,
ACNS-BC (Adult Clinical Nurse
Specialist)

Clinical Assistant Professor

Jill Dombrowski, Ph.D., RN

Clinical Assistant Professor

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Susan Durham, Ph.D., M.P.H., RN	Assistant Professor
Mary Flynn, D.N.P., CPNP (Pediatric Nurse Practitioner)	Clinical Assistant Professor
Petra Goodman, Ph.D., RN., WHNP-BC, COL, , FAANP (Ret, U.S. Army, Women's Health Nurse Practitioner)	Associate Professor and Assistant Dean for Research and Professional Development
Elizabeth Hawkins-Walsh, Ph.D., RN, CPNP, PMHS, FAANP (Pediatric Nurse Practitioner)	Clinical Associate Professor and Assistant Dean for Master's Programs and Community Outreach
Nalini N. Jairath, Ph.D., M.Sc.N., RN	Associate Professor
Joyce E. Johnson, Ph.D., RN, FAAN	Associate Professor
Marye Dorsey Kellermann, Ph.D., CRNP, FAANP (Adult/Geriatric Nurse Practitioner)	Assistant Professor
Janet Merritt, Ph.D., RN, CNS-BC (Psychiatric/Mental Health Clinical Nurse Specialist)	Clinical Assistant Professor
Jeanne Moore, D.N.P., CFNP (Family Nurse Practitioner)	Clinical Assistant Professor
Barbara Moran, Ph.D., M.S., M.P.H. , RN, CNM,RNC, FACCE (Certified Nurse Midwife)	Assistant Professor
Sandra O'Brien, Ph.D., CRNP-F, PHCNS-BC, RN (Family Nurse Practitioner, Public Health Clinical Nurse Specialist)	Clinical Assistant Professor
Sister Mary Elizabeth O'Brien, Ph.D., RN, FAAN	Professor Emerita
Mary A. Paterson, Ph.D., RN	Professor Emerita
Rebecca Robert, Ph.D., RN, PNP-BC, FNP-BC (Pediatric Nurse Practitioner & Family Nurse Practitioner)	Assistant Professor
Janet Selway, D.N.Sc., CANP/GNP, CPNP, FAANP (Adult/Geriatric Nurse	

- Doctor of Nursing Practice Program
- Doctor of Philosophy Program
- Footnotes

Practitioner, Pediatric Nurse
Practitioner) Assistant Professor

Jane Taylor, M.S.N., RN Clinical Instructor

Jean E. Toth, Ph.D., RN (Adult Clinical
Nurse Specialist) Associate Professor

Teresa Walsh, Ph.D., RN Assistant Professor and
Assistant Dean for
Undergraduate Programs

Adjunct Faculty

Lisa Banta, MD Adjunct Assistant
Professor

Allison Greenleaf, M.S.N., RN, CPNP
(Pediatric Nurse Practitioner) Adjunct Assistant
Professor

Christine Guelcher, M.S., RN, CNPN (Pediatric
Nurse Practitioner) Adjunct Assistant
Professor

William Howie, D.N.P., RN, CRNA (Nurse
Anesthetist) Adjunct Associate
Professor

Marisa Mize, D.N.P., RN, CCRN, CPNP-PC,
AC (Pediatric Nurse Practitioner) Adjunct Assistant
Professor

Alice Myers, M.S. Adjunct Assistant
Professor

Megan Podboy, B.S., B.S.N., RN Nursing Admissions
Liaison & Counselor

Janet Southby, Ph.D., RN, ANC Adjunct Assistant
Professor

David Want, B.S.N., RN Clinical Coordinator

George Zangaro, Ph.D., RN Adjunct Associate
Professor

Clinical Associates

Clinical Associates to the School of Nursing are appointed on a semester basis.

History

The School of Nursing traces its beginning to the summer of 1932 when The Catholic University of America for the first time offered a group of professional courses in nursing education. Because of the demand, the work was continued during the following academic year and in April 1933 the Board of Trustees authorized a curriculum leading to the degree Bachelor of Science in Nursing Education. The first degree was conferred in 1934. The Division of Nursing Education, which offered this program, was approved for active membership in the Association of Collegiate Schools of Nursing in June 1935. The Division of Public Health Nursing, offering a curriculum leading to the baccalaureate degree, was initiated in September 1935. In November 1935, the Board of Trustees accepted the recommendation of Bishop James Hugh Ryan that the two divisions be organized as one of the professional schools of the university. The programs of study leading to the degrees of Bachelor of Science in Nursing Education and Bachelor of Science in Public Health Nursing were approved. The school was subsequently expanded to include basic professional nursing in addition to the program for registered nurses. In 1939 the Providence Hospital School of Nursing, Washington, D.C., became the Providence Division of the School of Nursing Education and during the next decade gradually moved toward complete identification with the university. In 1949 the university assumed full responsibility for the undergraduate program.

In 1951 the degree of Master of Science in Nursing (M.S.N.) was introduced. The current program prepares nurses for advanced practice roles in a clinical specialty, with students prepared as nurse practitioners, clinical nurse specialists and educators. A program leading to the degree Doctor of Nursing Science (D.N.Sc) was initiated in 1968. It was one of the first of its kind in the country and graduates hold major leadership positions in education, health care administration and research.

In the spring of 2006, the D.N.Sc. program was transitioned to a Doctor of Philosophy (Ph.D.) program. The focus of the Ph.D. program remains on clinical investigation and development of expert clinicians who can assume leadership positions in many different areas. In 2007 the school added a Doctor of Nursing Practice (D.N.P.) program that prepares expert clinicians and nursing leaders. Most recently, the school has added on-line programs for those pursuing an M.S.N. (family nurse practitioner concentration), D.N.P. or Ph.D.

The school is recognized for its program offerings, the quality of faculty and commitment to diversity and improving the care of vulnerable populations. Graduates remain the school's greatest strength because of leadership, knowledge, clinical expertise, and commitment to continuous learning and improvement.

All academic programs are fully accredited and approved by the Commission on Collegiate Nursing Education (CCNE) and other appropriate external review bodies.

Mission

Strengthened by a rich heritage of Catholic teachings and Christian values,

the mission of the School of Nursing is (a) to prepare professionally educated nurses who are capable of the moral, intellectual, and professional leadership needed to provide continuing quality in clinical nursing care, in nursing education, in nursing research, and in nursing service; and, (b) to advance nursing knowledge and skill through scientific inquiry and other scholarly activity.

Master of Science in Nursing Program

Aim

The aim of the Master of Science in Nursing Program is to prepare students as advanced practice registered nurses in the role of nurse practitioner. The purposes of the program are: 1. to prepare individuals capable of moral and intellectual leadership to provide advanced practice nursing to individuals and populations across the lifespan, and 2. to develop and extend advanced practice nursing knowledge and skill through the utilization of evidenced-based practice models. The curriculum at the master's level is also directed toward developing interest and skill in research, commitment to continual personal and professional growth and to providing leadership in the development of advanced practice nursing.

Goal

The Master of Science in Nursing builds upon baccalaureate education in nursing and prepares students for leadership roles in the field of advanced practice nursing as nurse practitioners.

Terminal Objectives

Upon completion of the M.S.N. program, the graduate will have:

1. Acquired advanced knowledge from the sciences and the humanities to support evidence-based advanced practice nursing;
2. Integrated nursing theory as the foundation for advanced practice nursing;
3. Demonstrated expertise in a selected role within a specialized area of advanced practice nursing;
4. Acquired advanced knowledge and skills to use and disseminate the findings of nursing research;
5. Acquired advanced knowledge and skills to effect optimum delivery of health care services;
6. Demonstrated ethical behavior and respect for Judeo-Christian values; and
7. Acquired a foundation for doctoral study.

School of Nursing Specific Admission Requirements

The Catholic University School of Nursing employs a "whole person" philosophy for evaluation of applicants for admission to the Master of Science in Nursing program. To be considered for admission, in addition to meeting University admission requirements, at a minimum, an applicant must:

1. Possess a baccalaureate degree in nursing from an accredited college or university offering a program in nursing accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate

Nursing Education (exceptions may be made on a case-by-case basis for international students or those educated in other countries, recognizing that this may limit eligibility for specialty certification).

2. Graduates of programs not accredited by the NLNAC or CCNE must have transcripts evaluated and comparability to an American BSN degree must be established. Evaluation may be conducted by either the the World Education Services (www.wes.org) or the Commission on Graduates of Foreign Nursing Schools (www.cgfns.org).

3. Present transcripts of undergraduate study that give evidence of academic ability. A GPA of 3.0 on a 4.0 scale is preferred, as well as an average GPA of 3.0 in the nursing major.

4. Have completed a graduate-level statistics course within the past three years with a grade of 3.0 or better on a 4 point scale; if this requirement is not met, applicants who are otherwise qualified may be admitted on a provisional basis with the stipulation that the requirement be met prior to enrollment in the required research coursework.

5. Be a registered nurse in a state or jurisdiction of the United States, without restrictions. Applicants should be eligible for registration in D.C., Maryland and/or Virginia, since the vast majority of clinical placements occur in these jurisdictions.

6. Have acquired some post-baccalaureate nursing experience relevant to the proposed area of clinical practice. The amount of experience required may vary depending on the particular field of study.

7. Ensure that the three letters of recommendation required by the University include (a) a recommendation from a former dean, faculty member or academic advisor familiar with the applicant's academic performance and (b) a separate recommendation from a current or former supervisor in a clinical practice setting.

8. Meet the School of Nursing's Health-Related Behavioral Standards for clinical programs.

N.B. In some instances, applicants who do not meet the requirements for regular admission as degree-seeking candidates may be eligible for provisional admission if required documents are missing or for conditional admission if there are questions about academic performance or English language proficiency.

General Policies for the M.S.N. Program

Coursework A program of study is planned individually to meet the particular needs of each student, in accord with the student's field of study and career goals.

Transfer of Courses In accordance with the transfer policy of the university, transfer of graduate work earned at another university will be considered only after the student has completed one full-time semester (or its equivalent) of graduate work at The Catholic University of America. Current students in the master's degree program may apply for transfer of up to 6 credits of comparable coursework taken at another accredited institution prior to matriculation at The Catholic University of America. Such courses with a grade of B or better will be reviewed by the Assistant Dean for currency and equivalency. Transfer of credit applications are recommended by the Assistant Dean and approved by the Dean.

Grading. A grade point average of 3.0 is required for retention and graduation. In general, a grade of C is passing but marginal at the graduate level. A grade of C in clinical courses is not acceptable; students who earn C grades may repeat clinical courses once.

Change of Specialty Option. Changes in specialty must be approved by the Program Director, MSN program and the respective specialty coordinators.

Residence. Students admitted to graduate study at the master's level must complete degree requirements within five years from the date of initial enrollment. Continuous enrollment must be maintained unless a written leave of absence has been granted.

School-Based Financial Support: In addition to University based aid, the School of Nursing has limited funds via traineeships, school-based scholarships and special federal programs. The availability of funds varies from year to year. Applicants for any funding must complete a FAFSA, and must reapply for funding annually. Additional information is available via the CUA School of Nursing Web site (<http://nursing.cua.edu>).

Clinical Policies

Documentation and Certification Requirements

Eligibility Requirements For Placement In Clinical Settings

Pre-registration: To be guaranteed a slot and to determine the number of sections required for clinical courses, pre-registration is required for clinical courses. Students who do not pre-register by the last day of class in the semester previous to the planned clinical will be placed on a wait list and are not guaranteed admission to the course. All graduate students must hold a current RN license in the state in which the clinical placement is held.

Assignment of Clinical Placements

In the event that an agency declines to accept a student for clinical placement, the SON will make reasonable good faith attempts to place the student in a different setting. If the SON is unable obtain clinical placements for the student after two attempts within a given semester or three attempts over two semesters because of specific student behaviors which violate agency policy, the student may be administratively withdrawn from the SON.

Criminal Behavior And Background Check Policy

Criminal background checks are mandatory for all undergraduate students prior to the start of their clinical coursework. They may be required of graduate students if required by the clinical agency. The SON and clinical agencies reserve the right to review the results of the criminal background check and to deny placement in a clinical setting on the basis of these results.

Evidence of past or present criminal behavior identified through the background check or through other documented evidence of criminal behavior may lead to administrative sanctions up to, and including, dismissal from the School of Nursing. The procedures for conducting criminal background checks are provided to students through the Office of the Dean.

Health, Basic Life Support and Licensure Requirements

Students must report, immediately in writing, any changes in health status which impact their safety, the safety of patients or those whom the student encounters, or which significantly affect their progression in the program to the Associate Dean for Academic Administration.

Students are expected to comply with all agency requirements for placement in the clinical setting. These include documentation of health and immunization requirements and current cardiopulmonary resuscitation (CPR) certification and may include drug/toxicology screening.

Failure to comply with these requirements may result in withdrawal from clinical courses with resultant effect upon the progression in the program.

Licensure: Registered Nurses in any clinical nursing program are required to obtain licensure as Registered Nurses in the jurisdiction of their clinical placement.

Treatment of Information Regarding Health History and Past Criminal History

As a condition for placement in the clinical setting, the SON reserves the right to require that students sign a waiver allowing the SON to release pertinent health or background information to the supervising faculty member, or clinical associates and to the clinical placement site if any of the following conditions exist: (a) removal from prior clinical placements due to behavior or health concerns, (b) past health history suggesting elevated risk for substance abuse, (c) past or chronic health condition which with acute exacerbation may affect ability to provide safe care or (d) non-academically based disciplinary action by the SON or University.

Clinical Standards for Admission, Academic Progression, and Graduation in Undergraduate and Graduate Nursing Programs.

By accepting admission and enrolling in the School of Nursing, the student certifies that he/she understands, meets at the time of admission, and continues to meet the essential eligibility requirements for clinical placement. These requirements pertain to (a) candor, (b) health-related behavioral standards, and (c) eligibility for placement in clinical settings.

Candor

Candor is defined as full disclosure of pertinent information as well as correction of inaccuracies or misperceptions. All students must complete a health clearance form which requires disclosure of any health conditions which may affect the student's ability to enter clinical settings or the ability of the School of secure clinical placements.

Students in nursing programs with a clinical component will be required to submit to a criminal background check and to fully disclose relevant health history that may impact their health or safety in a clinical setting, or the health or safety of those around them. This may include, but is not limited to, any history of chemical dependency/substance use (i.e. alcohol, drugs, controlled substances).

Whether or not they represent a current threat to practice, disciplinary action or dismissal from the School of Nursing may result from failing to fully disclose relevant health history, criminal background and falsification or material omission of information.

Health-Related Behavioral Standards.

In accordance with applicable laws and University policy, no qualified individual with a disability shall, on the basis of that disability, be excluded from participation in The Catholic University of America programs or activities. The SON in accord with University policy will provide reasonable accommodation to a qualified individual with a disability. To obtain accommodations, individuals must request them from the Office of Disability Services

Admission and continuation in the SON programs is contingent on general abilities, behavioral and social attributes, and the ability to professionally manage stressful situations. The required behavioral attributes are outlined below:

General Abilities: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement that are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

Observational Ability: The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

Communication Ability: The student must communicate effectively to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must communicate effectively verbally and in writing with instructors and other students in the classroom setting as well. This requires verbal abilities, control of non-verbal behaviors which limit communication and the ability to respond to non-verbal cues from patients, fellow students, and instructors.

Motor Ability: The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheel chair guidance, and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with satisfactory and safe performance in the clinical and classroom settings including performing CPR if necessary.

Intellectual, Conceptual, and Quantitative Abilities: The student must be able to develop and refine problem-solving skills that are crucial to practice

as a nurse. Problem solving involves the abilities to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short and long term goals.

Behavioral and Social Attributes: Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing programs. Comfort with and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom and clinical settings; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

Ability to Manage Stressful Situations: The student must be able to adapt to and function effectively to stressful situations in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the nursing programs. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program related.

Unsafe Practice

Unsafe practice is defined as behavior which threatens, or has the potential to threaten, the safety of a client, another student, a faculty member, or other health care provider in the clinical placement.

Students are not allowed to practice in a clinical setting without the knowledge or supervision of a faculty member.

Students who exhibit potentially unsafe practice during a clinical experience may be immediately withdrawn from the clinical setting. This decision may be made by the clinical faculty or at the request of the clinical agency.

Students who are at risk for unsafe practice may also be prevented from attending their clinical practicum or experience, until the unsafe practice concern has been investigated and satisfactorily resolved. Exact procedures for reporting, documenting, investigating and resolving concerns regarding unsafe practice are found in the SON students clinical practice guidelines.

If the concern cannot be resolved, the student may be subject to additional administrative sanctions and may be subject to administrative dismissal from the program and the SON.

The student has the right to follow the published University procedures in the event of course failure or program dismissal.

Clinical/Lab Attendance

1. Clinical/Lab attendance is mandatory.
2. Unexcused absences will not be accepted. The composite course grade will be lowered by one (1) grade level for each unexcused absence (i.e., A to A-). Excused absences are those defined in the course syllabus and examination policies of the relevant clinical courses.
3. One excused absence, while accepted, will necessitate a make-up assignment at the discretion of the faculty. Failure to complete the assignment will lower the composite course grade by one (1) grade level (i.e., A to A-). Further excused absences may affect the student grade and possibly progression in the program.
4. The student is expected to notify the appropriate persons, as identified in specific courses, of an emergency requiring an absence or tardiness prior to the beginning of the clinical/lab experience. The student is responsible to be aware of the specific requirements for each course and to follow those procedures.
5. Habitual tardiness to clinical/lab, defined as more than one occurrence, will result in lowering of the composite course grade by one level (i.e., A to A-) for each occurrence.

HIPAA Adherence

All students are expected to comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) as applied to clinical education.

Failure to adhere to these expectations may result in immediate removal from the clinical settings and additional academic sanctions including course failure and if necessary dismissal.

Specifically, it is expected that all students in SON arrange to complete training on HIPAA prior to participating in clinical practica or rotations; if this training is not provided by the clinical agency as part of the orientation process, the student is expected to complete the CUA HIPAA tutorial available in the School of Nursing.

Students are expected to maintain the privacy of individually identifiable health information (IIHI).

Student Responsibilities

Attendance. The faculty and administration in the School of Nursing consider attendance in class necessary to master the body of knowledge needed for safe clinical practice and adequate preparation for licensure. Therefore, class and clinical/lab attendance is mandatory. The responsibility for prompt and regular class and clinical/lab attendance rests upon the individual student. Professors are responsible for establishing and communicating policy regarding documentation and consequences of absenteeism in their individual classes. This may include requiring authentication of unavoidable absences and the inability for a student to receive a passing grade.

Transportation to Agencies. The student is expected to assume responsibility for transportation in connection with the clinical practice,

community health practice and field trips. Public transportation is often available at these sites.

Insurance. All students in clinical programs are required to carry malpractice insurance. It is available through the university. This insurance applies only for clinical practice while enrolled in university courses. It does not cover students involved in personal employment. See Fees and Expenses in the General Information section of these Announcements.

Health Clearance. The student is required to meet School of Nursing health requirements prior to admission and prior to entering clinical coursework.

Cardiopulmonary Resuscitation, CPR. The student is required to meet basic CPR requirements prior to entering clinical coursework.

Drug/Alcohol Screen. A negative drug and alcohol screen may be required.

Security/Background Checks: Background checks are required prior to entering clinical coursework for students in the undergraduate program and may be required for those in other clinical programs.

Goals

The four specific educational goals of the School of Nursing, as identified by the faculty, are:

1. Educational programs are implemented to meet the mission of the School of Nursing and the University, the standards set by the profession, and societal needs.
2. The climate and environment in the School of Nursing facilitates faculty and student research and scholarly activities.
3. A competitive market position is maintained with a focus on balancing the needs of qualified students of diverse backgrounds with the necessary support to assure excellence in educational programs.
4. Contributions to the health care of people are made through an emphasis on Christian, moral, and spiritual value systems within the context of Catholic teachings.

M.S.N. Programs

The MSN programs prepare students as advanced practice registered nurses in the role of nurse practitioner. All specialty program options are designed to enable students to meet the current graduate level educational requirements for the appropriate national certification examinations. Students may follow a full-time or part-time plan of study.

Graduate students wishing to academically qualify for the National League of Nursing Certified Nurse Educator certification may do so within any MSN speciality program, provided they obtain 9 or more credit hours in selected graduate education courses. Students interested in teaching nursing may wish to consider this academic preparation which, together with teaching experience, will meet the qualifications for the certification examination. (9 credit option added to any MSN degree)

Nurse Practitioner Population Options

The nurse practitioner population options meet the nurse practitioner

program and curricular guidelines endorsed by the National Task Force on Quality for Nurse Practitioner Education. Graduates are eligible to sit for respective national certification examinations given by the American Nurses Credentialing Center (ANCC), the American Academy of Nurse Practitioners (AANP), and the Pediatric Nursing Certification Board (PNCB). Individual program content is congruent with Nurse Practitioner Primary Care Competencies in Adult-Gerontology, Family, and Pediatrics as well as the Acute Care Competencies in Pediatrics. The course sequences provide the theoretical context and the clinical experiences required to practice as a nurse practitioner and to sit for certification in the selected field of advanced practice registered nursing.

Adult-Gerontology Primary Care Nurse Practitioner (A-GNP) Program.

The Adult-Gerontology Primary Care Nurse Practitioner Program prepares advanced practice nurses as primary care providers to manage the health of individuals from adolescence through old age. Emphasis is on health promotion, illness prevention and management of acute and chronic illnesses. Clinical and coursework prepare the graduate to practice independently and collaboratively with other health care professionals as an A/GNP-PC.

The curriculum includes a minimum of 540 hours of supervised clinical practice in a variety of settings. Graduates are prepared to provide comprehensive care in settings that include but are not limited to private practices, clinics, community health centers, hospitals, businesses, managed care organizations and governmental agencies. This program meets the nurse practitioner curriculum guidelines of the National Organization of Nurse Practitioner Faculties, NONPF, Advanced Nursing Practice, Curriculum Guidelines and Program Standards for Nurse Practitioner Education and the American Nurses Credentialing Center.

Upon completion of course requirements, graduates of the master's and post-master's programs are eligible to sit for both the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Program (AANPCP) Primary Care Adult-Gero NP Certification Exams. (46-48 credits)

Family Nurse Practitioner (FNP) Specialty Program. The Family Nurse Practitioner Program option prepares advanced practice nurses as primary care providers to work in a variety of clinical settings including private practices, clinics, community health centers, hospitals and businesses, managed care organizations and governmental agencies. Upon completion of the program, the graduate will be able to offer comprehensive, age-appropriate and age-specific quality health care that addresses the multiple needs of individuals and families across the lifespan. The curriculum includes more than 700 hours of supervised clinical practice in a variety of clinical settings. This program meets the nurse practitioner curriculum guidelines of the National Organization of Nurse Practitioner Faculties, Advanced Nursing Practice and Program Standards for Nurse Practitioner Education and the American Nurses Credentialing Center Family Nurse Practitioner Certification Criteria. Graduates are eligible for national certification through the ANCC and the AANPCP. After successful completion of their certifying examination, graduates are eligible for licensure as a FNP. (46-50 Credits)

Pediatric Nurse Practitioner (PNP) Primary Care Program. The Pediatric Nurse Practitioner Program prepares pediatric nurse practitioners for advanced practice and leadership roles in the primary care of children and adolescents. Students gain the knowledge and skills to practice in the

traditional areas of pediatric primary care as well as have opportunities for expanded training in school-based health care, in the behavioral/mental health of children and in interdisciplinary community-based faculty practice settings. The program meets national nurse practitioner program and curricular guidelines endorsed by the National Task Force on Quality for Nurse Practitioner Education. The curriculum includes a minimum of 540 hours of supervised clinical practice in a variety of settings. Graduates are eligible to sit for certification by the Pediatric Nursing Certification Board and the ANCC. (40-43 Credits)

Pediatric Primary and Acute Care (Combined) Program. The acute care PNP sequence of courses prepares students to provide care to acutely ill children and adolescents with unstable health conditions in a variety of settings. PNP students may choose to enroll in both the acute and primary care options. Graduates who enroll in this additional track are eligible for certification as both primary care and acute care pediatric nurse practitioners (PNCB). (45-48 credits). A Post Graduate Certificate Program is offered to PNPs currently certified in pediatric primary care.

M.S.N. Specialty Curriculum Requirements

Curriculum

Overview

The M.S.N. program is based upon a tiered curriculum. The tiered approach provides quality educational experiences, while ensuring adherence to certification requirements for the various areas of specialization. First tier coursework is mandatory for all M.S.N. students. Second tier coursework consists of support/cognate and clinical courses which vary by specialty. *NB: Given the changing nature of certification requirements and required content, the curriculum and associated plans are subject to modification by the School of Nursing as determined within the academic year.*

First Tier Core Courses (All programs)	Credits
NURS 691 Pathophysiology	3
NURS 610 Pharmacology for Adv Nurse Practitioners	3
NURS 708 Research in Nursing: Methods & Outcomes	3
NURS 800 Capstone Research Project	3
NURS 701 Health Promotion	2
NURS 661 Theoretical Foundations for Adv Practice	2
NURS 663 Health Care Policy, Org & Financing	3
NURS 657 Advanced Health Assessment	3
NURS 789 Advanced Practice Role Seminar	1

NURS 766 Advanced Population Health	2
TRS 632 Biomedical Ethics (or equivalent)	3
NURS 698 A or 698B MSN Comprehensive Exam	

Nurse Practitioner - Specialty Program Options

Adult - Gerontological Primary Care Nurse Practitioner

Required Second Tier courses	Credits
NURS 735 Women's Health	1
NURS 781 Primary Care of Adolescents Seminar	1
NURS 603 Inter Professional Concepts to Geriatric Care	3
NURS 604 Geriatric Considerations in Pharmacology	1
NURS 605 Non-Pharm Approaches to Geriatric Behavior Concerns	2
NURS 782 Primary Care of Adults I	3
NURS 783 Primary Care of Adults II	3
NURS 784 Nurse Practitioner Practicum I	2
NURS 785 Nurse Practitioner Practicum II	1-2
NURS 786 Nurse Practitioner Practicum III	1-2

Family Nurse Practitioner Program

Required Second Tier courses	Credits
NURS 733 The Well Child	2
NURS 735 Women's Health	1
NURS 780 Ped Nurse Practitioner Seminar/Practicum I	3
NURS 781 Primary Care of Adolescent	1
NURS 782 Primary Care of Adults I	3
NURS 783 Primary Care of Adults II	3
NURS 784 Nurse Practitioner Practicum I	2

NURS 785 Nurse Practitioner Practicum I	1-2
NURS 786 Nurse Practitioner Practicum III	1-2

Pediatric Nurse Practitioner Program

Required Second Tier courses (for both Primary Care and Dual Acute Care)	Credits
NURS 733 The Well Child	2
NURS 780 Pediatric Nurse Practitioner Seminar/Practicum I	3
NURS 781 Primary Care of Adolescent	1
NURS 781A Adolescent Practicum	1
NURS 779 Child and Adolescents with Special Needs	2
NURS 784 Nurse Practitioner Practicum I	1-2
NURS 785 Nurse Practitioner Practicum II (or NURS 737)	1-2
NURS 787 Primary Care of the Newborn	1
Elective or N658 Complex, Acute, and Critical Problems in Pediatrics	3

Additional Required Third Tier for Acute Care PNP

NURS 657AD Advanced Diagnostics	2
NURS 658 Complex, Acute, and Critical Problems in Peds	3
NURS 737 Advance Practice Residency	4

Post-Graduate School of Nursing Certificate Option

The School of Nursing's Post-Graduate Certificate Options allow Master's prepared nurses to complete additional coursework necessary to be eligible for advanced practice certification exams. The programs of study vary in length based on the background of the candidate and the requirements of the advanced practice field. Recipients receive a certificate from the School of Nursing and transcript information will document completion of certificate requirements. Students in a School of Nursing Post-Graduate Certificate Option are bound by all the policies and regulations for students in the M.S.N. program, including those for admission, progression, graduation and

clinical practice.

Doctor of Nursing Practice Program

Aim

The purpose of the Doctor of Nursing Practice Program, D.N.P., is to prepare expert advanced practice nurse clinicians and leaders within a practice-focused doctoral program.

Goal

Graduates are prepared to assume leadership positions in nursing/health care, with the ultimate goals of improving health care and the health status of people.

Terminal Objectives

Graduates will:

1. Analyze and apply scientific knowledge and skills to provide the highest level of advanced practice nursing.
2. Implement emerging science and practice innovations in health care.
3. Evaluate and initiate changes in response to social, political, economic, and ethical issues in health care, population health, and the discipline of nursing.
4. Collaborate with members of other disciplines in the design, implementation, and evaluation of programs and policies for the improvement of health care.
5. Assume leadership roles in nursing/health care.

School of Nursing Specific Admission Requirements

The Catholic University School of Nursing employs a "whole person" philosophy for evaluation of applicants for admission to the D.N.P. program.

Post-Master's D.N.P. Applicants

1. Earned baccalaureate and master's degrees in nursing with a GPA of 3.2 or higher, from degree programs accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education. Transcripts of undergraduate and graduate study that provide evidence of academic ability to complete the program.
2. Submission of a professional portfolio that includes:
 - a. Statement of reason(s) for seeking the D.N.P. degree
 - b. Curriculum vitae or résumé.
 - c. Copy of license (as an RN and advanced practice license, if applicable) from at least one state.
 - d. Certification in an advanced practice specialty. (Exceptions may be made on a case by case basis for applicants whose proposed plan of study incorporates completion of an advanced practice post-master's certificate)
 - e. Narrative description of current and past clinical practice.

f. Three letters of reference (at least one from a former dean or academic adviser and at least one from a former employer).

g. Publications (if applicable).

4. A short (2-3 pg) proposal identifying a focus for a potential evidence-based practice project. This may be a practice improvement issue, a clinical management problems or area of clinical research that the applicant will address while in the program. The project does not have to be fully developed, but provide a general idea of the area of interest.

5. Graduate level coursework in Health Policy, Bioethics, and Statistics are also required as part of the master's degree or as independent courses.

6. Meets the School of Nursing's Health-Related Behavioral Standards for clinical programs.

N.B. Applicants who are concurrently seeking new preparation and eligibility for certification in an advanced practice population must have the approval of the Specialty Program Coordinator for enrollment in the post-master's certification component of their DNP.

Post-Baccalaureate Applicants

1. Earned Baccalaureate degree in nursing from a program or school, accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education. Transcripts of undergraduate study that provide evidence of academic ability to complete the program.

2. Grade point average of 3.2 or higher for B.S.N. degree

3. Submission of a professional portfolio that includes:

a. Statement of reason for seeking the D.N.P. degree.

b. Curriculum vitae or résumé.

c. Copy of RN license from at least one state.

d. Narrative description of current and past clinical practice.

e. Three letters of reference (at least one from a former dean or academic adviser and one from current or former employer).

4. A short (2-3 pg) proposal identifying a focus for a potential evidence-based practice project. This may be a practice improvement issue, a clinical management problems or area of clinical research that the applicant will address while in the program. The project does not have to be fully developed, but provide a general idea of the area of interest.

5. Meets the School of Nursing's Health-Related Behavioral Standards for clinical programs.

General Degree Requirements

A total of 36 credits (which may include up to 6 transfer credits for prior coursework in the area) is required for the post-master's D.N.P. degree. Students who prepare for new advanced practice certification eligibility may require additional coursework and credits. A post-baccalaureate D.N.P. entails 71-89 credits, depending on the advanced practice role and population chosen.

Coursework

A program of study is planned individually to meet the particular needs of each student, in accordance with the student's field of study and career goals. Under the adviser's direction and with the approval of the dean, six semester hours of graduate work earned at another institution prior to initial enrollment at The Catholic University of America with a grade level of B or above may be applied toward degree requirements. Transfer of graduate work earned at another university will be considered only after the student has completed one full time semester (or its equivalent) of graduate work at The Catholic University of America in accordance with the transfer policy of the university.

Grading

A grade point average of 3.0 is required for retention. In general, a grade of C is passing but marginal at the graduate level. A grade of C in clinical courses is not acceptable. Courses may only be repeated once and no more than two courses may be repeated. Students may only have one withdrawal for nursing courses.

Residence

Post-masters D.N.P. students must complete course requirements within five years from the date of initial enrollment. Continuous enrollment must be maintained unless a written leave of absence has been granted. Students must maintain continuous enrollment during the project completion process to include the summer term.

Candidacy for the Degree

To be considered for admission to candidacy for the D.N.P. degree, the student must satisfy these requirements:

1. Complete program requirements with a cumulative grade point average of 3.0 or higher.
2. Successfully complete the comprehensive examination. This examination may be taken in the semester in which it is clear to the adviser and the student that the student will complete all coursework.
3. Satisfactorily submit a professional portfolio (which was begun upon admission) to the academic advisor.
5. Recommendation of the academic adviser.

Evidence-Based Practice Project. After admission to candidacy, oral defense of the proposed EBP project may proceed. The EBP project is an integral requirement of the DNP degree. The project is a scholarly experience that provides evidence of the student's critical thinking and ability to apply research principles through problem identification, proposal development, implementation, and evaluation of a clinical problem. The project will reflect the culmination of knowledge and skills developed during the DNP program. Following successful defense and implementation and evaluation of the project, the candidate presents the EBP Project in a forum that is open to the University community. The EBP project must be completed within five years following the semester of achieving candidacy in accordance with university policy.

Clinical Policies and Regulations

D.N.P students are bound by the same clinical policies and regulations

required of M.S.N. students

Licensure requirements for post-M.S.N. students are the same as for B.S.N. with the exception that the licensure is at the advanced practice nursing level (when relevant).

Curriculum Plan: Post-Master's D.N.P. Program of Study Option

The post-master's D.N.P. program consists of 34 credits. Coursework for the D.N.P. includes:

D.N.P. Courses:	Credits
NURS 916 Seminar in Nursing Scholarship	1
NURS 664 Epidemiology/NURS 732 Applied Epi	3-4
NURS 674 Population-based Health Care Management	2
NURS 729 Emerging Issues in Health	3
NURS 686 Health Care Finance	3
NURS 671 Healthcare statistics	3
NURS 730 Evidence-Based Practice I	3
NURS 731 Evidence-Based Practice II	3
NURS 737 Advanced Practice-based Residency	4
NURS 739 D.N.P. Project Guidance	3-8
NURS 734 Leadership in Complex Health Care	2
2 Advanced Clinical Cognate Courses	6
Total credits required:	36-43*

N.B.

Curriculum Plan: Post-Baccalaureate D.N.P. Program Option

Students entering at a post-baccalaureate level will complete the appropriate M.S.N. courses, with the exception of the capstone course. However, those who opt to receive an M.S.N. while enrolled in D.N.P. coursework must meet the requirements of the M.S.N. program, which includes completion of the Capstone course and passing the M.S.N. comprehensive examination.

Doctor of Philosophy Program

Aim

The purpose of the Doctor of Philosophy degree is to prepare expert clinicians as nurse scientists. Through the investigation of clinical problems, graduates contribute to the development, validation and refinement of theory and the advancement of the body of nursing knowledge.

Goal

Graduates are prepared to assume leadership positions in practice, education and research with the ultimate goal of improving health care.

Terminal Objectives

Graduates will:

1. Advance nursing knowledge through the integration, application and testing of theory;
2. Conduct research and develop evidence-based practice that supports the ongoing development of nursing science;
3. Assess the impact of social, political and ethical issues on health care and the discipline of nursing;
4. Collaborate with members of other disciplines in the design, implementation and evaluation of programs and policies for the improvement of health care; and
5. Assume leadership roles in nursing and health care.

School of Nursing Specific Admission Requirements

The Catholic University School of Nursing employs a "whole person" philosophy for evaluation of applicants for admission to the Doctor of Philosophy in nursing program. In addition to the University Admission requirements, applicants must meet the following admission criteria:

1. Possess a baccalaureate degree and a master's degree in nursing from an accredited college or university offering a program in nursing accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education. (Exceptions may be made on a case-by-case basis for B.S.N. prepared applicants with a non-nursing master's degree; exceptions may also be made for international students or those educated in other countries).
2. Graduates of programs not accredited by the NLNAC or CCNE must have transcripts evaluated and comparability to an American degrees established. Evaluation may be conducted by the World Education Services (www.wes.org).
3. Present transcripts of undergraduate and graduate study that provide evidence of academic ability to complete the program and do original research. A GPA of 3.2 or higher is desired.
4. Three letters of reference (at least one from a former dean, former faculty member or academic adviser and at least one from a current or former supervisor preferably in a clinical practice/research/academic setting).
5. A written statement of career goals and proposed area of research.
6. A copy of a recent scholarly paper, research report or publication related to clinical nursing.
7. International students must meet all University requirements, including TOEFL scores to be considered. See School of Nursing Web site <http://nursing.cua.edu> for additional admissions information.

N.B. Applicants who do not meet the requirements for regular admission as degree-seeking candidates may be eligible for provisional admission if

required documents are missing or for conditional admission if there are questions about academic performance or English language proficiency.

Coursework

Seventy semester hours beyond baccalaureate study are required for the Ph.D. degree. Students must earn a minimum of 46 semester hours in coursework during doctoral study at The Catholic University of America. Under the adviser's direction, a maximum of 24 semester hours of master's level coursework completed with a grade of B or higher may be applied toward the required 70 semester hours. Full- and part-time study is available.

General Policies for the Ph.D. Program

1. Coursework must be completed in five years.
2. A grade point average of 3.0 is required for retention.
3. Although a grade of C is passing but marginal at the graduate level, a grade of C in clinically focused research courses/role practica is not acceptable. Courses may only be repeated once and no more than two courses may be repeated. Students may only have one withdrawal for nursing courses.
4. Students must maintain continuous enrollment during the dissertation process to include the summer term while in data collection or working intensively with the dissertation committee..

Candidacy for the Degree

To be considered for admission to candidacy for the doctoral degree, the student must have satisfied these requirements:

1. Satisfactory completion of course requirements with a minimum grade point average of 3.0.
2. Recommendation of the academic adviser.
3. Successful passage of comprehensive examination.
4. Completion and school and university level approval of a formal application for candidacy.

Dissertation

After admission to candidacy, completion of a satisfactory dissertation involving significant and original research in nursing is required. University policies regarding the approval of the dissertation topic, structure and content of the dissertation and the oral examination must be followed.

Oral Proposal Defense. The SON requires that prior to submitting the Dissertation Proposal for University level review and approval of the dissertation topic, students undergo a School of Nursing specific defense of the proposal and the supportive work. The defense is conducted by a School of Nursing approved examination committee. Students are bound by the decision of the committee as to whether the student's proposal work may be recommended for approval, revision or disapproval. Students are referred to the School of Nursing Student Guidelines posted on the School website for additional procedural information.

M.S.N.-Ph.D. Option

An option is available to meet the needs of baccalaureate-prepared nurses whose goal is to achieve the doctorate. Applicants must meet all admission requirements for the M.S.N. program and the Ph.D. program with the exception of a prior M.S.N. degree. Programs of study are planned on an individual basis. Students may take the M.S.N. and Ph.D. components sequentially to receive the M.S.N. degree prior to the Ph.D. or concurrently to receive both degrees at the same time.

If a student chooses to receive the M.S.N. degree prior to the Ph.D., the comprehensive examination for the M.S.N. degree must be taken at the end of M.S.N. coursework and Ph.D. comprehensive exams at the end of the Ph.D. coursework. If the student chooses to receive both degrees concurrently, the student is only required to take the Ph.D. level comprehensive exams.

Program of Study

The Ph.D. program of study consists of 70 hours, 24 of which may be transferred from master's level work. The remaining credits are distributed among nursing science, philosophy, research and support courses. The proposed curriculum plan is accessible through the School of Nursing website.

Core Courses	15 credits
NURS 903 Philosophy of Science	3
NURS 907 Theory Development	3
THEO 625 Bioethics or PHIL 621 Bioethics	3
NURS 926 Health Policy	3
NURS 922 Doctoral Research Practicum	3
Research Courses	43-49 credits
NURS 665 Healthcare Statistics	3
NURS 916 Seminar in Nursing Scholarship	1
NURS 805 Advanced Statistics and Research Methods in Healthcare	3
NURS 806 Multivariate Statistics in Healthcare Research	3
NURS 908 Qualitative Research in Nursing	3
NURS 909 Quantitative Research in Nursing	3
NURS 911 Advanced Qual OR NURS 910 Advanced Quantitative Methods	3-6
NURS 925 Seminar on Research Proposal development	9-12
Support Courses -Courses supporting the dissertation topic (six credits) and professional goals (three credits)	9
Credits transfered from Master's Degree Program	0-24

Total**82-88**

A maximum of twenty-four credits may be transferred from the master's degree if appropriate and approved.

Graduate Level Courses Offered Through the M.S.N., D.N.P. and Ph.D. Programs

Since the course offered may be updated during the academic year, for the most up to date information, students should always view the online course catalog, available through Cardinal Station via www.cardinalstation.cua.edu. Please also consult the website for course descriptions.

All courses listed below are three credit unless otherwise noted. Course descriptions are available on the Web at <https://cardinalstation.cua.edu>.

The number of hours of meeting/contact time per week is determined by the type of nursing course and credits. The following ratios are used:

Didactic Course	1 credit= 1 hour/week
Laboratory Course	1 credit=3 hours/week
Clinical Course	1 credit= 6 hours/week

* When courses are a combination of didactic and clinical or didactic and laboratory, the number of hours/week is adjusted to reflect the relative proportions

Courses Offered

A full listing of graduate courses offered by the School of Nursing is found below. Consult [Cardinal Station](#) for additional information about courses and to determine course offerings by semester.

Course Catalog for Nursing

NURS

501	Nursing Applications in Clinical Ethics	
527	Providing Healthy Environments in Rural Developing Countries	
528	Global Health Summer Clinical (Graduate)	The purpose of this abroad course is to offer students a global exposure to international health care in clinical experiences. The course will use an immersion approach to provide graduate students with an understanding about the non U.S. health and nursing delivery systems. It also exposes students to the health education provided to individuals, families and communities in global

		settings.
561	Aging: Holistic Perspectives on Health	Lecture. Utilizes a holistic approach to the study of the elderly person's health experience. Examines development in later years with major emphasis on health maintenance, physical changes, and common health problems. Open to non-concentrators. Department consent required.
567	Relationship Centered Caring	
569	Spirituality	
570	Substance Abuse and Health	Lecture. Focuses on the identification and management of the substance abusing and/or addicted client in the primary health care system. Examines core knowledge in substance abuse that has historically been and continues to be multidisciplinary in nature. Explores consumer and professional perceptions of current day practice. Open to nonconcentrators. Department consent required. Offered second semester.
602	Graduate Nursing Healthcare Ethics	This course assists graduate nursing students to apply evidence-based critical thinking to ethical issues within the scope of advanced practice nursing. The course presents moral theory, Catholic social teaching, and professional nursing ethics as the foundation for ethical decision-making within clinical practice, policy development, and nursing leadership within health and community systems.
602D	Graduate Nursing Healthcare Ethics	
603	Interprofessional Considerations in Geriatric Care	Using an interprofessional team approach (nursing, social work and psychology and others), this course explores case-based geriatric care issues and examines the evidence that supports the link between the use of such team approaches and markers of safe, high quality care and patient outcomes in the older adult population.

603D	Interprofessional Concepts in Geriatric Care	
604	Geriatric Considerations in Pharmacology	Using an applied pharmacology approach, students will study principles of basic geriatric pharmacology and general prescribing issues specific to older adults.
604D	Geriatric Considerations in Pharmacology	
605	Non-Pharmacologic Approaches to Geriatric Behavior Concerns	
605D	Non-Pharmacologic Approaches to Geriatric Behavior Concerns	
608	Psychopharmacology	The focus of this seminar for the advanced practice nurse is the exploration of issues involved in prescribing medications and providing comprehensive mental health care. Topics that highlight the role of psychopharmacology with the present day primary care and community mental health delivery systems will be covered. Department consent required.
610	Pharmacology for Advanced Nursing Practice	Examines advanced concepts in pharmacology for nurses preparing to be nurse practitioners/clinical specialists. Emphasis on the pharmacokinetics and pharmacodynamics of selected drug agents commonly used in ambulatory and tertiary care settings. Presents selection, dosing, and monitoring of these drugs as well as the nursing implications and prescribing responsibilities. Department consent required.
610D	Pharmacology for Advanced Nurse Practitioners	
627	Health Care Policy Practicum	This course places students in governmental and non-governmental organizations that

address policy issues that affect disadvantaged persons, especially immigrants and refugees. The Ten Essentials of Public Health: policy development/implementation and assurance are major foci of this practicum assessment.

Approximately twelve practica hours per week; 180 for the semester.

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| 657 | Advanced Health Assessment | Lecture/Laboratory: Focuses on advanced health assessment. Students guided in the acquisition and refinement of required knowledge, technical, and interpersonal skills required for advanced health assessment, including interviewing techniques, history taking, physical assessment, and diagnosis. Emphasizes physiological, psychological, sociological, and spiritual dimensions in assessment. Students focus on selected developmental groups: pediatrics, adult and geriatrics. Department consent required. |
| 657AD | Advanced Diagnostics for Nurse Practitioners | This course will focus on the indications, performance, interpretation, and evaluation of diagnostic tests and procedures in the acutely and chronically ill pediatric patient. Procedural requirements, contraindications and complications will be addressed. The role of the acute care PNP in diagnostic test consultation will be discussed. |
| 657D | Advanced Health Assessment | |
| 658 | Complex, Acute, and Critical Problems in Pediatrics | This course will provide students with advanced understanding of the pathophysiological basis and management of acute, critical and chronic illness within the pediatric population. Critical assessment strategies and management principles will be addressed. This is a required course for the acute care PNP option. It is open to other students who meet the prerequisites as an elective |
| 659D | Advanced Health Assessment Lab | |

661	Theoretical Foundations of Advanced Practice Nursing	Lecture (2 clock hours per week) Focus: The focus of this course is on acquisition of knowledge and skills necessary to utilize models and theories in advanced practice nursing. Emphasis is given to analytic processes basic to determining the adequacy of selected models/ theories from nursing and related disciplines for application to advanced practice. Department consent required.
661D	Theoretical Foundations of Advanced Practice Nursing	Lecture (2 clock hours per week) Focus: The focus of this course is on acquisition of knowledge and skills necessary to utilize models and theories in advanced practice nursing. Emphasis is given to analytic processes basic to determining the adequacy of selected models/ theories from nursing and related disciplines for application to advanced practice. Department consent required.
663	Health Care Policy, Organization, and Financing	Lecture (3 clock hours per week) This course focuses on an evidence-based critical examination of the policies that shape the delivery and financing of health care, from international, national, and state perspectives. Emphasis is on the role of key stakeholders who influence health care policy including government, consumers, providers and payers. Department consent required.
663D	Health Care Policy, Organization & Finance	
664	Epidemiology	This introductory course focuses on understanding and applying basic epidemiological principles and methods to issues related to the health of populations. Topics include measures and comparisons of disease occurrences in populations; epidemiologic study designs (cross-sectional, cohort, clinical trial, and case-control); concepts of bias, confounding and error; causal inference; and principles of screening. Application will stress public health practice and critical appraisal of relevant

literature.

664D	Epidemiology	
665	Biostatistics	<p>This course is designed for students in the social sciences, to introduce them to basic concepts and techniques of elementary statistics, both descriptive and inferential statistics. Topics include: the nature of data, uses and abuses of statistics, methods of sampling, summarizing data, pictures of data, counting techniques, measures of central tendency, measures of variation, measures of position, understanding probability, binomial and normal distributions, central limit theorem, confidence intervals, fundamentals of hypothesis testing for both one and two samples, ANOVA, linear regression, and a brief introduction to nonparametric statistics.</p>
667	Blended Practicum 1: The Family in a Community	<p>Practicum. (90 clock hours/semester) The Family in a Community is the first blended role clinical course for the program. This course engages students in population-based health care planning, implementation and evaluation of vulnerable families. Interdisciplinary collaboration and advocacy are role behaviors important in this blended sphere of influence. Student practica are in partner agencies with interdisciplinary teams that provide primary care for vulnerable families, e.g. Bread for the City, Children's Hospital Medical Center, Columbia Road Health Services. Department consent required.</p>
669	Blended Practicum III: Network, Organizations & Systems	<p>Practicum. (90 clock hours/semester) Networks, Organizations and Systems, the third blended role clinical course for the program, addresses complex clinical decision-making, collaboration, negotiation, conflict resolution and policy and advanced practice role development on behalf of vulnerable families who seek primary care in agencies in underserved communities in the</p>

District of Columbia. Student practica are in networks, organizations and systems designed to serve vulnerable families in the District of Columbia. e.g. Washington Hospital Center, Whitman Walker, Upper Cordozo Clinic - Unity Health Care. Department consent required.

671	Healthcare Biostatistics	<p>This on-line graduate level statistics course utilizes Blackboard as an interface. It will provide students with skills in quantitative reasoning through the use of healthcare biostatistics. Students will use and apply descriptive and inferential statistical techniques to answer research questions in nursing and health sciences. The course will familiarize the student with basic concepts in biostatistics as well as the fundamentals of data management and analysis using advanced statistical software. This course meets the requirements for the prerequisite graduate level statistics course required for entry to the MSN/DNP/PhD programs in the School of Nursing. Course Objectives: 1. Discuss the relationship of data to evidence/information in nursing and health sciences. 2. Classify data according to its level of measurement. 3. Discuss the principles of statistical inference. 4. Analyze and interpret descriptive and inferential statistics, including measures of central tendency and dispersion, differences in proportions, difference in means testing and regression techniques.</p>
671D	Healthcare Biostatistics	
674	Population-Based Health Care Management	<p>Lecture (1 hour) Expands individual focus (Nurs 657) into population based management and introduces population-oriented preventive, therapeutic and rehabilitative models of care with high-risk, underserved people. Department consent required.</p>

674D Population-Baed

	Healthcare Management	
675	Population-Based Health Care Management Practicum	Practicum (Clinical 90 clock hours / semester) Clinical work, precepted by mentors in community settings, addresses population-based program development around the priorities of Healthy People, 2010. Department consent required.
676	Vulnerable Women/Families in Communities	Planning, implementation and evaluation of community/public health programs for high-risk, vulnerable people including mothers, children, and women provided under public and private/non-for-profit auspices. Department consent required.
677	Vulnerable Women/Families in Communities Practicum	Practicum (Clinical 180 clock hours /semester) Clinical work is in public health agencies, community health clinics, AIDS and infectious disease clinics, and other non-profit clinics that work to improve the health status of mothers, children and women. Department consent required.
678	Health Care Management: Addressing Disparities	Examines the management of contemporary community-based health care services within the context of eliminating health disparities. It addresses the knowledge, cultural sensitivity and management skill required to provide health services to underserved populations, especially children, the elderly, the chronically ill and disabled individuals and families.
679	Health Care Management: Addressing Disparities Practicum	Practicum (Clinical 180 clock hours/semester) This practicum is carried out with preceptors in clinical partner agencies who have experience and expertise in managing services to under served persons and families. As part of their clinical experience, students implement the multi-faceted role of community/public health nurse specialist in community settings. Department consent required.
681	Principles of Advanced Public	

Health Nursing

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| 683 | Educator:
Community/Public
Health Educator
Practicum | Practicum (Clinical 90 clock hours / semester) This course places students with experienced teacher in AD/BSN program, staff development programs or community centers that provide health education/disease prevention to underserved people. Departmental consent required. |
| 684 | Global, Immigrant
and Refugee Health | This course focuses on an examination of the contemporary challenges in immigrant, refugee and global health framed in the context of human rights and social justice; and an exploration of the role of the advanced practice nurse in the advancement of the global health goal of health and social justice for all. |
| 685 | Global, Immigrant,
and Refugee Health
Practicum | Practicum (2 credits-180 clock hours/semester). This course focuses on clinical work in public health agencies, community health clinics, AIDS and infectious disease clinics, and other non-profit clinics that work to improve the health status of vulnerable immigrant and refugee women, children, and families. Department consent required. |
| 686 | Health Care Finance | This course will focus on the principles of public and private financing as they apply to the health care system. Case discussions will emphasize three basic financing models: private, public, and blended public/private mix. Case discussions will include problem-oriented discussions on subsidization for the poor and other vulnerable groups, global issues in health system financing, World Bank HIPC policies and the pro-poor agenda, and the impact of global health system shocks such as HIV/AIDS, global pandemics, and terrorism, on health financing systems. Optional content also will be included on managerial financing strategies. |
| 686D | Health Care Finance | |
| 687 | Managing Health | This course focuses on the |

	Information	organization, analysis, utilization and evaluation of public health information systems and technologies with a particular emphasis on the core principles of public health informatics, related competencies and applications that prevent illness and promote and improve the health of vulnerable populations.
691	Pathophysiology	Lecture (3 clock hours per week) Focuses on basic biological processes which can be altered by human disease. Emphasis on physiological alterations associated with pathological conditions and the clinical manifestations of the process. Offered first semester only. Department consent required.
691D	Pathophysiology	Lecture (3 clock hours per week) Focuses on basic biological processes which can be altered by human disease. Emphasis on physiological alterations associated with pathological conditions and the clinical manifestations of the process. Offered first semester only. Department consent required.
698A	Master's Comprehensive Examination (w/Classes)	
698B	Master's Comprehensive Examination (w/o Classes)	Enrollment in this course bills at the equivalent of one credit hour.
701	Health Promotion Across the Life Span	Lecture (2 clock hours per week) Examines data, studies, and models which present and interpret health behavior and the disparities of health status. Reviews health promotion activities in managed care environments, workplaces and schools and discusses knowledge, values and decision which affect health-seeking behavior. Department consent required.
701D	Health Promotion Across the Lifespan	
708	Research in Nursing: Methods and Outcomes	The focus of this course is the scientific method of problem-solving and decision making in

clinical nursing practice. Students are guided in using research knowledge and methods to identify appropriate solutions/ outcomes for clinical conditions. The course provides content foundational to the measurement of outcomes, and the relationship of outcome measurement to quality improvement. This course has a Statistics pre-requisite; NURS665 or NURS671 can be taken to fulfill this requirement.

708D	Research in Nursing: Methods and Outcomes	
729D	Emerging Issues in Health	This course provides an examination across the lifespan of emerging areas of opportunity and challenge shaping population health, clinical prevention, and the practice and delivery of health care, including clinical genetics, environmental health, and end-of-life care.
730D	Evidence Based Practice I	
731D	Evidence-based Practices II	This course focuses upon extending the work in the EBP I course. Students further refine their proposed clinical practice project developing the project implementation and evaluation plan. Seminar discussion will focus upon EBP strategies and evaluation methods and analysis. Students will be expected to have completed the EBP proposal by the end of the semester.
732	Applied Epidemiology	This course complements the N664 Epidemiology course and focuses on the application of basic epidemiological principles for designing health survey research, conducting computer based data analyses, presenting epidemiologic data and examining public health problems.
732D	Applied Epidemiology	
733	The Well Child	This seminar course examines what it means for a child "to be healthy" today with focus on health

indicators, newer morbidities, and evidence supporting current delivery methods. Concepts and content of contextual well-child care are explored for specific age groups. Traditional and innovative frameworks for delivery of care are included. This is a required course in preparation of the student as a Pediatric Nurse Practitioner for Family Nurse Practitioner.

733A	The Well Child	
733D	The Well Child	
734D	Leadership in Complex Health Care Systems	
735	Women's Health	Lecture (1 clock hour per week) This course provides the didactic content for primary care of pregnant and postpartum women. Emphasis is on diagnosis and management of those alterations in health commonly encountered in the family practice setting.
735D	Women's Health	
736	Research on Family Health	Lecture (3 clock hours per week) Focuses on discussion and analysis of family health research. Addresses research exploring various family subgroups and family units. Discussion and analysis includes comparison of methodologic issues and relationship of study findings to sociocultural and political issues of family health and health care delivery to families. Department consent required.
737	Advanced practice-based Residency	This practicum course allows the student necessary time in the required practice settings to meet clinical objectives relevant to their selected advanced practice role and population or specialty focus. Practice settings and mentor/preceptors will be assigned by faculty in consultation with the student. Students may choose with faculty permission to enroll in from 1-4 credits of residency within a semester. The total number of clinical hours to be completed are 360.

737D	Advanced Practice- Based Residency	
738D	Doctoral Advance Practice-base Residency	
741	Bio-Behavioral Psychiatric Nursing	Lecture (Seminar, 4 clock hours; clinical, 6 clock hours per week) Focuses on assessment, intervention, and prevention strategies for the major mental illnesses utilizing the DSM IV (APA, 1994) for diagnostic categories. Identifies psychobiological as well as behavioral theories. Required: a clinical practicum at NIMH. Department consent required.
742	Mental Health of the Individual	Lecture (Seminar, 2 hours; supervision, 2 hours; clinical, 6 hours) Focuses on prevention and in-depth intervention strategies for the individual client in the community. Explores, utilizes, and evaluates short-term dynamic, cognitive behavioral, and psychoeducational models. Clients are selected from a variety of settings, especially the underserved for clinical experience. Weekly supervision provided by faculty. Department consent required.
743	Mental Health of the Family	Lecture (Seminar, 2 hours; supervision, 2 hours; clinical, 6 hours) Focuses on prevention and intervention strategies for the family in the community. Explores short-term psychotherapy and psychoeducational models for families who are at risk for or who are experiencing dysfunction in the area of mental health. Alternative as well as traditional families selected from underserved populations. Weekly supervision provided by faculty. Department consent required.
756	Mental Health of the Group	(Seminar - 2 hrs, supervision- 2 hrs, clinical - 6 hours) This course focuses on select prevention and intervention strategies for mental illness. It explores a variety of

traditional and short term psychotherapy and psychoeducational models for working with groups. Students are placed in a variety of clinical setting with preceptors to work with therapeutic groups. Department consent required.

- 762 Therapeutic Modalities in Child & Adolescent Health
- The course presents behavioral health therapeutic modalities designed to prepare the school nurse practitioner, the family nurse practitioner, and/or the pediatric nurse practitioner to provide assessment, short-term intervention, evaluation, and referral in primary care settings. The emphasis will be on assessment of behavioral problems of children and adolescents, and their families. Selection of appropriate interventions to provide in primary care settings will be discussed. Methods of short-term therapies, e.g., solution-focused, problem solving, and crisis intervention, will be presented. Psychopharmacology issues of treating children and adolescents with behavioral disorders will be reviewed. Students will be instructed in the application of therapeutic intervention techniques in order to provide immediate behavioral care to children and adolescents in primary care settings. Culturally competent assessment and intervention skills and current biological aspects of behavioral problems will be emphasized. Department consent required.
- 766 Advanced Population Health and Culture
- In this course, theories and concepts in health and illness within families are explored with a cross-cultural context. In addition, major issues impacting families and their health are examined from a cultural perspective. These theories and issues are analyzed in relationship to advanced practice nursing roles. Department consent required.
- 766D Advanced Population Health and Culture

779	Children and Adolescents with Special Needs	<p>Seminar - (15 hours/semester; Clinical - 45 hours/semester) This is a required clinical course for students enrolled in the pediatric/school nurse practitioner programs. It is open to other interested advanced practice nursing students with permission of the faculty. This course will focus on the assessment and management of complex and chronic health problems of children and adolescents with special needs. Cultural issues affecting chronic illness are examined and a family and community framework is utilized. The roles of advanced practice nurses working with this population are explored. Department consent required.</p>
779A	Children and Adolescents with Special Needs	
780	Pediatric Nurse Practitioner Seminar and Practicum I (Young Child)	<p>Seminar (Seminar - 5 hours/week; clinical - 135/semester) This is the first clinical course offered to prepare the student for advanced practice as a pediatric, school, or family nurse practitioner. The course focuses on comprehensive assessment, diagnosis, and management of health and common health problems of children in a primary care setting. Concepts and content of well-child maintenance will be explored for specific age groups as well as select common acute illnesses and developmental/behavioral problems presenting in childhood. The client system addressed is the newborn through school age child within a family and community framework. NURS 657 is a pre-requisite. Department consent required.</p>
780D	Pediatric Nurse Practitioner Seminar & Practicum I	
781	Primary Care of Adolescent Seminar	<p>Seminar (Seminar 2 hours/week; clinical - 90 hours/semester) This is a required clinical course for students preparing for advanced nursing practice as pediatric or school nurse practitioners; it is also</p>

offered as a clinical elective course for students in family or adult nurse practitioner programs. This course will focus on the comprehensive assessment, diagnosis, and management of health and health problems of adolescents in a primary care setting. A family and community framework is utilized and cultural issues affecting adolescents in society today are examined. NURS 780 and NURS 784. Department consent required.

781A	Adolescent Practicum	This is a 90 hour supervised clinical practicum that focuses on providing nurse practitioner students with clinical experience in an adolescent setting.
781D	Primary Care of Adolescent Seminar	
782	Primary Care of Adults I	Seminar/Practicum (Seminar 3 clock hours; clinical practicum 9 clock hours per week/135 per semester) This is the first of two seminar and practicum courses which address advanced nursing practice and the management of clients with health problems commonly encountered in the delivery of primary care. Didactic content focuses on physical, psychological, socio-cultural and spiritual dimensions of human needs. Practicum activities emphasize refinement of advanced nursing practice skills. Developmental and pharmacological content is integrated throughout the course. The client system of the course is the adolescent, adult, or geriatric individual as a member of the family. NURS 657 (or coreq) and NURS 661 (or coreq)and NURS 698 (or coreq) Department consent required.
782D	Primary Care of Adults I	
783	Primary Care of Adults II	This is the second of two didactic/clinical courses to prepare the student for advanced practice as a Family, Adult, Geriatric or Adult Educator CNS Practitioner. The course focuses on

comprehensive assessment, diagnosis, and management of acute and chronic illness states which affect the physical, psychological, socio-cultural and spiritual dimensions of clients who present to a primary care setting. Pharmacological, Pathophysiological and Advanced Health Assessment content is integrated throughout the course. The client system of the course is primarily directed at the adolescent, adult, or geriatric individuals as a member of a family. NURS 780 (or coreq) or NURS 782 (or coreq). Department consent required.

783D Primary Care of Adults II

784 Nurse Practitioner Practicum I

Practicum (Clinical 6 clock hours per week/90 hours per semester) This precepted practicum experience is taken concurrent with or subsequent to NURS 780, NURS 781, NURS 782 or NURS 783. It provides the necessary clinical time for development and refinement of the Nurse Practitioner role begun in the Seminar and Practicum courses. Department consent required.

784D Nurse Practitioner Practicum I

785 Nurse Practitioner Practicum II

Practicum (Clinical 6 clock hours per week/90 hours per semester) This precepted practicum experience is taken concurrent with or subsequent to NURS 780, NURS 781, NURS 782 or NURS 783. It provides the necessary clinical time for development and refinement of the Nurse Practitioner role begun in the Seminar and Practicum courses. Department consent required.

785D Nurse Practitioner Practicum II

786 Nurse Practitioner Practicum III

Practicum (Clinical 6 clock hours per week/90hours per semester) This precepted practicum experience is taken concurrent with or subsequent to NURS 780, NURS 781, NURS 782 or NURS 783. It

		provides the necessary clinical time for development and refinement of the Nurse Practitioner role begun in the Seminar and Practicum courses. Department consent required.
787	Primary Care of the Newborn	(Clinical, 90 clinical hours) A clinical course designed to supplement 780 and to further develop the clinical skills necessary to provide primary care to the newborn and family. Focuses on initial assessment and management of the full-term neonate. Students can develop skills in physical, behavioral, and psychosocial assessment of newborns in a family framework and increase their knowledge and skills in the evaluation and management of health issues and problems encountered in the newborn period. Department consent required.
788	Nurse Practitioner Clinical	(Clinical, 4 clock hours per week) A preceptored clinical experience, taken in conjunction with or subsequent to the Adult or Pediatric Nurse Practitioner Seminar and Practicum I or II. Provides the clinical time needed to continue development and refinement of the practitioner role and/or may be used to augment experiences related to the student's long-term career goals. Prerequisite or concurrent: 780, 781, 782, or 783.
789	Advanced Practice Role Seminar	.This Advanced Practice Nurse core course is a two hour weekly course that examines the multiple roles of the advanced practice nurse and analyzes the relationships of role theory and integration within organizations, the health care arena, and various social contexts. The professional, political, and cultural components of role are presented, as well as the legal and ethical issues inherent in advanced practice nursing. Principles of leadership, collaboration, consultation, management, and research are woven into the conceptualization of role development for advanced

		practice.
789D	Advanced Practice Role Seminar	.This Advanced Practice Nurse core course is a two hour weekly course that examines the multiple roles of the advanced practice nurse and analyzes the relationships of role theory and integration within organizations, the health care arena, and various social contexts. The professional, political, and cultural components of role are presented, as well as the legal and ethical issues inherent in advanced practice nursing. Principles of leadership, collaboration, consultation, management, and research are woven into the conceptualization of role development for advanced practice.
793A	Guided Study in Nursing	Directed Study. Provides opportunity to explore in depth a selected nursing problem. Learning experiences may include supervised clinical nursing practice, depending on the nature of the problem to be explored. Department consent required.
793B	Guided Study in Nursing	Directed Study. Provides opportunity to explore in depth a selected nursing problem. Learning experiences may include supervised clinical nursing practice, depending on the nature of the problem to be explored. Department consent required
793C	Guided Study in Nursing	Directed Study. Provides opportunity to explore in depth a selected nursing problem. Learning experiences may include supervised clinical nursing practice, depending on the nature of the problem to be explored. Department consent required.
793D	Guided Study in Nursing	Directed Study. Provides opportunity to explore in depth a selected nursing problem. Learning experiences may include supervised clinical nursing practice, depending on the nature of the problem to be explored. Department consent required.

793DA	Guided Study in Nursing	
793DB	Guided Study in Nursing	
793DC	Guided Study in Nursing	
793DD	Guided Study in Nursing	
797	Clinical Nurse Specialist Practicum I	Practicum (Practicum, 6 clock hours per week/90 hours per semester) This precepted practicum experience is taken concurrent with or subsequent to NURS 782 or NURS 783. It provides the necessary clinical time for development and refinement of the advanced practice role of clinical nurse specialist role begun in the clinical courses. Department consent required.
798	Clinical Nurse Specialist II	Practicum (Practicum, 6 clock hours per week/90 hours per semester.) This second precepted practicum experience is taken concurrent with or subsequent to NURS 782 or NURS 783. It provides the necessary clinical time for development and refinement of the advanced practice role of clinical nurse specialist role begun in the clinical courses. Department consent required.
800	Capstone Research Project	(3 clock hours per week) Provides the opportunity for students to develop and implement a research project reflecting analysis, synthesis, and integration of knowledge for advanced practice. Not required for students completing a thesis; taken during the final semester of study. Department consent required.
802	Graduate Nursing Healthcare Ethics	
805	Advanced Statistics and Research Methods in Healthcare	The emphasis in this course is on the acquisition of methods and techniques for extending the scientific base of knowledge for nursing practice. Research studies

that address questions of importance to nursing will serve as the focus for discussion. Experimental and quasi-experimental designs and related statistical procedures will be examined in terms of their appropriateness for addressing various nursing problems.

805D	Advanced Statistics	
806	Multivariate Statistics in Healthcare Research	
806D	Multivariate Statistics in Healthcare Research	
809	Readings in Gerontological Research	(3 clock hours) Review of current research in selected topics in gerontology. Discussion of methodological considerations. Emphasizes the application of findings in the advanced practice role of the nurse. Development of a research program in a selected area of gerontological research.
810	Outcomes Research and Management	Lecture (3 clock hours per week) Examines structure and process issues related to the effectiveness of intervention; measurement of patient outcomes (e.g. performance indicators, classifications of indicators, principles of data collection, data integrity); and the relationship of outcomes measurement to quality improvement. Department consent required.
835	Program Development and Evaluation	This course is designed to support the ongoing development of the role of nurse as educator. The development, implementation, and evaluation of educational programs are analyzed. Standards for nursing education provide the context for analysis. Characteristics of the reflective teacher and the reflective learner are examined. While emphasis is placed on the role of the nurse faculty member in an educational institution, the role of the nurse as patient and staff educator also is explored. Pre or co-requisites include NURS 708

		Research in Nursing: Methods and Outcomes, NURS 661 Theoretical Foundations of Advanced Practice Nursing, and at least one clinical course. Permission of the instructor required
836	Education Seminar and Practicum	This course provides theoretical and field experiences for future nurse educators. Theoretical content focuses on exploring aspects of the faculty role, skills for the neophyte teacher, as well as issues that affect implementation of the faculty role. Exact seminar topics will be refined during the first few class sessions and will depend on the interests, experience, and background of the students as well as concurrent practicum experiences. Practicum experiences focus on implementing and evaluating the teaching-learning process. Students practica may be in an academic or clinical agency setting. A minimum of approximately 9 hours a week or 135 hours for the semester will be related to practicum activities. The didactic portion of the course will be provided using a mixture of online learning activities and virtual classroom sessions (time and date depending on student and faculty schedules).
843	Management Seminar and Practicum	Seminar and Practicum (Seminar, 1.5 clock hours; practicum 90 clock hours per semester) Focuses on concepts and theories related to nursing management such as human resources, leadership, financial issues, strategic planning. Includes analysis of selected case studies and nursing management research. Students apply concepts and theories in the development of a business plan. Practicum experiences provide the student with an opportunity to apply theory and research in a variety of health care agencies. Department consent required.
900	Research Overview	On-campus and On-line Interactive Course with Supervised Project) Focuses on the research process

and provides a basis for continuing study in research and theory development and testing.

Prerequisite: Completion of master's level research and statistics courses. Department consent required.

903	Philosophy of Science in Healthcare	<p>This course focuses on the relationship between the philosophy of science and the scientific development of practice disciplines in healthcare , most especially nursing. The application of relevant concepts and reasoning techniques is emphasized Course Goals: The goals of this course are to provide students with (a) an understanding of the way in which past, current and emerging philosophical perspectives and techniques shape scientific thought, theory development and ultimately healthcare practice (b) initial experience with the application of techniques of argument development and logical reasoning to elucidate possible dissertation research question.</p>
903D	Philosophy of Science in Healthcare	<p>This course focuses on the relationship between the philosophy of science and the scientific development of practice disciplines in healthcare , most especially nursing. The application of relevant concepts and reasoning techniques is emphasized Course Goals: The goals of this course are to provide students with (a) an understanding of the way in which past, current and emerging philosophical perspectives and techniques shape scientific thought, theory development and ultimately healthcare practice (b) initial experience with the application of techniques of argument development and logical reasoning to elucidate possible dissertation research question.</p>
907	Seminar: Theory Development in Nursing	<p>Seminar (3 clock hours) Focuses on the process of the development of theory in general and theory in nursing. Critique/evaluation of theories; explores the relationship of theory to practice and research.</p>

Department consent required.

907D	Theory Development	
908	Qualitative Research in Nursing	Research (3 clock hours per week) Focuses on qualitative methods for nursing research. Examines major methods employed in qualitative research and the application of these methods to problems/phenomena in nursing. Evaluation and critique of research studies utilizing qualitative methods. Ethical issues and the advantages and limitations of qualitative methods. Department consent required.
908D	Qualitative research in Nursing	
909	Quantitative Research in Nursing	Seminar (3 clock hours per week) Study of nursing research methods that generate primarily quantitative data. Critical analysis incorporates the theoretical model, design, and methodology (including sampling, measurement, and data analysis) of quantitative studies. Prerequisite or concurrent: Advanced statistics.
909D	Quantitative Research in Nursing	
910	Advanced quantitative methods for health care providers	
910D	Advanced Quantitative Methods	
911	Qualitative Research Methods	Seminar (3 clock hours per week) Focuses on the methods employed to conduct a qualitative research project. Builds on 908, Qualitative Research in Nursing. Exploration and application of topics such as sampling, interviewing and observation techniques, and data collection methods appropriate to specific, student-selected designs. Application of coding methods and data analysis methods such as thematic abstraction, clustering, categorization, and theory writing. Prerequisite: 908. Department consent required.

911D Qualitative Research

Methods

916	Seminar in Nursing Scholarship	
916D	Seminar in Nursing Scholarship	
922	Doctoral Research Practicum	<p>This course provides the doctoral student with a chance to experience the research process on a day-to-day basis and helps students to integrate practical and theoretical knowledge. Students will work with a CUA faculty or community research mentor an estimated 6-9 hours/week and focus on some aspect of the research process. Examples could include: literature review and synthesis, research design, sampling, data collection, or methods. Placements will be arranged by the course coordinator. The experience will be tailored to the individual student's needs relative to developing doctoral level research skills. Students will be encouraged to pursue practicum experiences that will enhance and strengthen developing their research. The practicum course will also contain seminar component and online components to facilitate learning.</p>
922D	Doctoral Research Practicum	
923	Clinical Problems: Theoretical Considerations	<p>Seminar (3 clock hours per week) Fosters the theory-practice-research linkage that contributes to an understanding of the nature of nursing science. Students are guided in clinical problem identification and the investigation of theories relevant to their selected clinical problems from a research and practice perspective. A seminar design incorporating scholarly inquiry facilitates achievement of essential behaviors. Students are encouraged to develop a proposal to submit for pre-doctoral funding from appropriate agencies. NURS 907 (or coreq) and NURS 908 (or coreq). Department consent</p>

required

923D	Clinical Problems: Theoretical Considerations	
924	Clinical Problems: Design Considerations	Seminar (3 clock hours per week) Builds upon the work done in NURS 923 through which students were guided in their exploration of the identification and defense of a clinically relevant problem and the theory-practice-research linkage as it relates to the problem. The seminar design facilitates scholarly inquiry through the incorporation of peer review/critiques. NURS 923. Department consent required.
924D	Clinical Problems in Nursing II	
925	Research Proposal Development	
926	Seminar in Health Policy Formulation and Analysis	Lecture (2 clock hours) Examines major health issues to determine their relationship to and impact upon public policy. A major focus is the identification, formulation, and legitimation of health policy in the United States. Department consent required.
926D	Seminar in Health Policy Formulation and Analysis	
930	Seminar on Research Proposals	Research (3 clock hours per week) Focuses on the nature and characteristics of a research proposal. Students are expected to develop a research proposal reflecting preliminary work on the first three chapters of the dissertation. Prerequisite: Completion of 923 and 924 and a major portion of doctoral program requirements. This course is taken during the final semester of course work. Department consent required
996	Doctoral Dissertation Guidance	
996A	Doctoral Dissertation Guidance	This course bills at the equivalent of one credit hour.
996D	Doctoral Dissertation Guidance	

996DA	Doctoral Dissertation Guidance	This course bills at the equivalent of one credit hour.
997	DNP Project Guidance	
997A	DNP Project Guidance - Continued	This course bills at the equivalent of one credit hour.
997D	DNP Project Guidance	
997DA	DNP Project Guidance - Continued	
998A	Doctoral Comprehensive Examination (w/Classes)	
998B	Doctoral Comprehensive Examination (w/o Classes)	Enrollment in this course bills at the equivalent of one credit hour.
998DA	Doctoral Comprehensive Examination (w/Classes)	
998DB	Doctoral Comprehensive Examination (w/o Classes)	Enrollment in this course bills at the equivalent of one credit hour.

Footnotes

Last reviewed: August 27, 2015



The Catholic University of America * 620 Michigan Ave., N.E. * Washington, DC 20064